REPORT RESUMES

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COLLEGE, COLOR, AND EMPLOYMENT--RACIAL DIFFERENTIALS IN POSTGRADUATE EMPLOYMENT AMONG 1964 GRADUATES OF LOUISIANA COLLEGES.

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NEGRO-WHITE EMPLOYMENT DIFFERENTIALS AMONG 1964 COLLEGE GRADUATES IN LOUISIANA WERE DETERMINED BY A QUESTIONNAIRE SURVEY OF FOUR PREDOMINANTLY NEGRO AND THREE PREDOMINATLY WHITE INSTITUTIONS. THE STUDY GIVES AN OVERALL IMPRESSION OF THE SHARP EMPLOYMENT DIFFERENCES BETWEEN NEGROES AND WHITES 15 MONTHS AFTER GRADUATION. NEGROES OF BOTH SEXES WERE MORE LIKELY TO BE UNEMPLOYED, THEY CHANGED JOBS OFTENER, AND THEY WERE LESS LIKELY TO BE EMPLOYED FULL-TIME. NEGROES BEGAN AT LOWER SALARIES. MALE WHITES WERE THREE TIMES AS LIKELY TO HAVE STARTED TEACHING WITH A SALARY OVER $4,000 AND TWICE AS LIKELY TO HAVE GONE OVER $4,000 DURING THE FIRST 15 MONTHS OF EMPLOYMENT. ALTHOUGH NEGRO GRADUATES DID NOT GET JOBS INVOLVING THE SAME WORK AT PAY LEVELS COMPARABLE TO THOSE OF WHITES, THEY HAD NO SPECIAL DIFFICULTY IN OBTAINING JOBS. THE MAJORITY GOT AND HELD JOBS IN ENVIRONMENTS WHICH WERE SUBSTANTIALLY OR TOTALLY NEGRO. NEGRO GRADUATES, OF EITHER SEX, WERE FAR LESS LIKELY THAN WHITES TO GO TO GRADUATE SCHOOL OR ATTEND GRADUATE SCHOOL FULLTIME, ALTHOUGH THEY WERE CONSIDERABLY MORE LIKELY TO INDICATE A DESIRE FOR GRADUATE TRAINING. OVER HALF OF ALL MALE NEGRO RESPONDENTS ENTERED TEACHING, AND THIS GROUP EXHIBITED, TO A GREATER DEGREE THAN ANY OTHER GROUP, ALL OF THE DISADVANTAGES IDENTIFIED IN THE STUDY. TO THE EXTENT THAT THESE DATA REPRESENT SOUTHERN SCHOOL SYSTEMS, THERE IS LITTLE REASON TO EXPECT THAT THE GRADUATES OF PREDOMINANTLY NEGRO COLLEGES WILL BE ABLE TO BRIDGE THE RACIAL GAP IN ECONOMIC OPPORTUNITY. (FP)

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Report No. 116

college, color, and employment

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National Opinion Research Center/UNIVERSITY OF CHICAGO
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ERRATA

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p. 8 - line 2, change "42 per cent" to "43 per cent."

p. 11 - line 8, delete "dropped" after group.

p. 16 - line 6, change to read as follows: "only 12 per cent of the white men, a sixth of the Negroes of both sexes, and less . . ."

p. 19 - line 2, last paragraph, change "two-thirds" to "three-fourths."

p. 24 - line 1, end of line, delete "of the."

p. 27 - last line of paragraph, change "Table 1.3" to "Table 1.7."

p. 38 - Table 2.19, column 2, change "93 (4)" to "93 (15)."

p. 52 - Table 3.14, change "10 (69)" to "10 (169)."

p. 58 - Table 3.24, change "N . . . . 18" to "N . . . . 89."

p. 62 - Table 3.28, "Change" should read "Did not change."

p. 63 - Table 3.29, last column, change "12 (30)" to "12 (130)."

p. 63 - Table 3.30, last column, change "61 (39)" to "99 (39)."

p. 66 - line 9, first paragraph, change "another third" to "38 per cent."

p. 67 - last sentence on page should read: Unemployment is 38 per cent among those who majored in the social sciences and humanities, 14 per cent in the "hard" sciences, and 28 per cent for those in education.

p. 69 - line 6, change "long-term" to "such."

p. 69 - line 7, delete "--like any unemployment--."

p. 95 - last sentence on page should read: Among the whites, the men who were high on college standing came closest in their estimates; those with low standing over estimated by 8 per cent. Of the women (both high and low standing) about 10-12 per cent more went to graduate school than thought they would go.

p. 97 - Table 5.5, last column, change "34 (16)" to "34 (47)."

p. 101 - Table 5.10, first column, change "N . . . . 44" to "N . . . . 14."

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Beyond the ordinary limits of gratitude, we are especially indebted to the members of the faculty and administration of the four Louisiana Negro institutions on whose questionnaire and data collection this report is based and on whose initiative it was undertaken. The institutions are Dillard University, Grambling College, Southern University and Agricultrual and Mechanical College, and Xavier University.

At the same time we cheerfully acknowledge our debt to the administrations of Louisiana Polytechnic Institute, Northwestern State College, and Tulane University, whose gracious cooperation with the data-collection problems of NORC's 1964 national survey of college seniors provided us with the control sample of white Louisiana college graduates for the present analysis.

Within our own walls we are, as usual, grateful to the many people whose skills are involved in a team effort. Special acknowledgment must be reserved, however, for Robert Cody, our data processing associate; for Abbie Littleton, who was responsible for some intricate coding processes on the raw data; for Bette Hayes, our field supervisor in the collection of data on the white respondents; and for Lillian Rochon and Masako Oshita, who typed the manuscript.

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INTRODUCTION

This brief analysis of Negro-white employment differentials among 1964 graduates of colleges in Louisiana is the product of a cooperative venture involving the National Opinion Research Center, the U.S. Department of Labor, and the administrations of four predominantly Negro colleges.

The questionnaire which forms the basis for this report was designed by the representatives of Dillard University, Grambling College, Southern University and A. and M. College, and Xavier University--all institutions predominantly serving Negro students in Louisiana. In the summer of 1965 each of the four institutions administered the questionnaire separately to its own graduates of the class of 1964 and processed the data they obtained. NORC simultaneously administered an identical questionnaire to the 1964 May-June graduates of three predominantly white institutions in Louisiana who had responded to an earlier NORC survey of college graduates.[1] The U.S. Department of Labor provided overall coordination and financial support for the projects.

Under a Department of Labor grant, we set forth in this report the principal findings of an analysis of the data collected from the two populations--one predominantly Negro and one predominantly white. Our findings are necessarily limited to differences among students in Louisiana colleges, and while they probably represent a generally valid portrait of employment differences between graduates of predominantly Negro and predominantly white institutions throughout the South, there is no reason why this should absolutely be so.

Further, we cannot infer that the characteristics of graduates of predominantly Negro institutions in this study are representative of Negro college students throughout the country. About half of the college-level Negroes in the United States are attending segregated institutions--overwhelmingly (but not exclusively) in the southern and border states. The other half is in attendance as a racial minority in integrated institutions in the northern and border states. A study of the undergraduate characteristics and career aspirations of Negro college students in predominantly Negro institutions, now being prepared by former NORC study director Joseph Fichter, clearly demonstrates that the backgrounds, characteristics, and aspirations of Negro students in the two types of institutions are substantially different.

---

[1] A report of this study, "Seniors: Sixty-four," by Michael E. Schiltz, is now in preparation at NORC.

Finally, while studying these Louisiana colleges was relatively inexpensive and quite feasible, the data developed from the seven schools involved in this study necessarily yield small case bases. As a result, many intriguing and vital questions whose solutions demand elaborate multivariate analysis are impossible in the present study. With few exceptions, the analysis which follows is restricted on that account only to controls on race, sex, and extremely broad occupational or undergraduate fields.

Design of the Report

The universe which we examine consists of all May-June baccalaureate recipients in seven undergraduate institutions in Louisiana. Variations in the method of drawing the samples and collecting the data are significantly different between the predominantly white and predominantly Negro institutions. A detailed discussion of these differences, and of response rates and potential response bias, is contained in Appendix I.

The materials developed in our analysis are organized into five chapters. Chapter I discusses the background and undergraduate characteristics of the two groups of students. Chapter II explores the characteristics of the first job held by the respondents after graduating from college. Chapter III analyzes changes in the job situation which occurred during the fifteen-month period from graduation to completion of the study questionnaires. Chapter IV looks specifically at the characteristics of the job held at the time the questionnaire was completed. Finally, Chapter V explores the phenomenon of graduate training. Throughout the study, the specific chapter orientations are used as a framework for examining differentials between graduates of predominantly Negro institutions and predominantly white institutions.

The Major Findings

The study gives an overall impression of sharp (but not unexpected) differences between the graduates of Negro and white colleges in Louisiana.

Negroes of both sexes are more likely than their white counterparts to have been unemployed, ✓and to have been unemployed for a longer period of time✓--and the differential remains when controlled for occupation. Negroes were more likely to change jobs✓, were less likely to hold a full-time job✓ (or one which they regarded as "permanent") immediately after graduation, and were less likely to be holding a second job when the questionnaire was administered.

Although it is difficult to make a comparative analysis of beginning salaries in any occupation except schoolteacher (because there are not enough respondents engaged in various occupations in which incomes should be similar), the general implication is that Negroes begin with lower salaries than whites.✓ Among schoolteachers, and particularly among male schoolteachers, the race differential in beginning salary is stark: male whites are three times as likely as male Negroes to begin teaching school with a salary of over $4,000.✓

The findings concerning increases in salary over the entire fifteen-month period after graduation are more reliable, since we may presume that most respondents of both races have been engaged in substantially similar occupations during the period. And again the differences are stark: whites are twice as likely as Negroes to push their salary over the $4,000✓ mark during the period, and the salary differentials between Negroes and whites are far greater at the end of the period than at its start.✓

Although it seems clear that Negro graduates do not get jobs involving the same work at pay levels comparable to those of whites, there is no clear evidence that Negro graduates have any special difficulty in getting their first job.✓ On the other hand, the vast majority of Negro graduates get ✓and hold jobs in environments which are substantially or totally Negro.✓

The Negro graduate of either sex is far less likely than his white counterpart to go to graduate school or to attend graduate school full time, ✓

although he is considerably more likely to indicate a desire for graduate training.

Perhaps the most striking finding in our study is that which centers upon the Negro male schoolteacher. Over half of all male Negro respondents entered the teaching profession, and this group exhibits, to a greater degree than any other group, all the racial disadvantages identified in our study: they are more likely to be underpaid and to remain underpaid, more likely to be unemployed, and more likely to find employment in Louisiana, where their opportunities are apparently limited.

The inherent limitations in the data restrain us from pursuing the specific details of any of these findings and in some instances even prevent us from substantiating them clearly. But even granting this caveat, if data from the seven Louisiana schools at all represent the experiences of graduates from the two southern systems generally, then there is little reason to expect that the graduates of predominantly Negro colleges will be able to bridge the racial gap in economic opportunity.

CHAPTER I

THE GRADUATES AND THEIR BACKGROUNDS

The young men and women of both races who earned Bachelor's degrees in the spring of 1964 in Louisiana colleges, although they all entered the job market with the advantage of this degree, came to the colleges with many differences in their backgrounds. As one would expect, the differences were in favor of the white group. In fact, so many Negroes come from the kind of socio-economic background which rarely produces white college students, that their going to college might well be called "Operation Bootstrap."

Parental Family Background

Family Structure

Although a majority of both races were living with both parents while in high school, about three times as many Negroes (20 per cent) as whites (6 per cent) were living only with their mothers. Family size is typically somewhat greater for the Negroes: about 10 per cent more Negroes than whites reported that two or more brothers and sisters, one or more adult relatives other than parents, and one or more children other than brothers or sisters were part of the household at that time (Tables 1.1 and 1.2).

Family Income

Furthermore, the income supporting these larger households is typically smaller for the Negroes. Even looking only at the median total incomes of families in which the father is the principal wage-earner, there is a $5,800 difference (Table 1.3) and, since more Negroes than whites report that their mothers are the principal wage-earners (Table 1.4), the overall race difference in income is slightly greater: the difference then becomes $6,000.

TABLE 1.1

FAMILY COMPOSITION DURING HIGH SCHOOL, BY RACE

Respondent Lived With	White (Per Cent)	Negro (Per Cent)
Both parents	87	70
Mother only	6	20
Father only	1	1
Other relative	2	6
Other	3	3
Total	99	100
N	350	461

TABLE 1.2

OTHER RELATIVES IN HOUSEHOLD DURING HIGH SCHOOL, BY RACE

Other Relatives in Household	White (Per Cent)	Negro (Per Cent)
Two or more brothers and sisters	45 (345)	59 (463)
One or more other adults . . .	14 (344)	24 (463)
One or more other children . .	3 (344)	16 (463)

TABLE 1.3

MEDIAN[a] TOTAL FAMILY INCOME, BY PRINCIPAL WAGE-EARNER AND RACE

Principal Wage-earner	White	Negro
Father	\$10,000 (270)	\$ 4,200 (295)
Mother	6,500 (26)	2,700 (77)
Other	- [b] (3)	4,700 (14)
All categories	10,000 (299)	4,000 (386)

[a] Rounded to nearest \$100.

[b] Too few cases for reliable computation.

TABLE 1.4

PRINCIPAL WAGE-EARNER IN FAMILY, BY RACE

Principal Wage-earner	White (Per Cent)	Negro (Per Cent)
Father	90	76
Mother	9	20
Other	1	4
Total	100	100
N	299	386

Parental Education and Occupation

Similar differences obtain in the education and occupation of the respondents' parents. The typical white parent has completed high school, and 31 per cent of the white fathers and 21 per cent of the white mothers have completed college. But the typical Negro parent has completed no more than grade school, and only 6 per cent of the fathers and 9 per cent of the mothers have completed college (Table 1.5). A majority of the white parents are in white-collar occupations (70 per cent of the fathers and 92 per cent of the female heads of households[1]), whereas only 26 per cent of the Negro mothers and 14 per cent of the fathers have white-collar jobs (Table 1.6).

TABLE 1.5

PARENTS' EDUCATION, BY RACE

Parents' Education	White		Negro	
	Father (Per Cent)	Mother (Per Cent)	Father (Per Cent)	Mother (Per Cent)
Eighth grade or less . .	11	7	62	48
Some high school	10	10	15	19
High school graduate . .	30	41	13	17
Some college	18	21	5	6
College graduate	31	21	3	6
Some graduate or professional school . . .	0	0	3	3
Total	100	100	100	99
N	345	344	417	442
Median years completed . . .	11.95	11.80	7.22	8.32

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[1] The white students were asked only for the occupation of the head of their household, then asked if that person were a woman. Therefore data on mother's occupation for white students exists only for that small group in which the mother is also head of household.

TABLE 1.6

PARENTS' OCCUPATION, BY RACE

Parents' Occupation	Father		Mother	
	White (Per Cent)	Negro (Per Cent)	White[a] (Per Cent)	Negro (Per Cent)
Professional	25	6	16	21
Manager, proprietor .	32	1	48	1
Clerical	9	5	0	3
Sales	4	2	28	1
Craftsman	14	17	4	1
Operative	6	15	0	8
Service	1	10	0	61
Labor (excluding farm labor)	2	31	4	2
Farm owner or manager	7	12	0	3
Farm labor	0	0	0	1
Total	100	99	100	102
N	317	325	25	155

[a] For the whites, mother's occupation was asked only when the father was not the head of the household.

Residence during High School

Almost all the students of both races were living in the South during their high-school years, and a majority were living in the Census region which includes Louisiana--but more Negroes (92 per cent) than whites (72 per cent). There is not much difference between the races in the size of their hometowns during high school. About a third of each came from cities of 100,000 or more; another third came from smaller cities; the remaining third was distributed fairly evenly among suburbs, rural nonfarm areas, and farms (Tables 1.7 and 1.8).

TABLE 1.7

HOME STATE DURING HIGH SCHOOL, BY RACE

Home State	White (Per Cent)	Negro (Per Cent)
Louisiana	72	89
Other West South Central states		3
Other South[a].	16	7
Other	12	2
Total	100	101
N	347	452

[a] Includes U.S. Census regions South Atlantic and East South Central.

TABLE 1.8

HOMETOWN SIZE DURING HIGH SCHOOL, BY RACE

Hometown Size	White (Per Cent)	Negro (Per Cent)
Large city (100,000 or over) .	32	37
Suburb of large city.	12	5
City of less than 100,000 . . .	35	36
Rural nonfarm	11	8
Farm	10	13
Total	100	99
N	348	461

Characteristics of the Students

High-School Class Standing

In general the Negro colleges seem to have been less selective than the white colleges: half of the Negro men and slightly less than half of the Negro women were in the top fourth of their high-school classes, compared with about two-thirds of the white men and over four-fifths (84 per cent) of the white women (Table 1.9).

TABLE 1.9

HIGH SCHOOL STANDING, BY RACE AND SEX

High-School Standing	White		Negro	
	Men (Per Cent)	Women (Per Cent)	Men (Per Cent)	Women (Per Cent)
Top 10 per cent . . .	42	60	50	43
Other first quartile	25	24		
Second quartile or lower	34	16	50	57
Total	101	100	100	100
N	182	159	119	311

Marital Status

Almost all the students (about 95 per cent) were single at the time they began college (Table 1.10) but by the time they graduated a third of the white students and a fifth of the Negroes had married (Table 1.11). Slightly over a year later, at the time they filled out the questionnaire, only 45 per cent of the white men, 37 per cent of the white women, and about 58 per cent of the Negroes of both sexes remained unmarried (Table 1.12).

The sex ratio among the Louisiana Negroes holding Bachelor's degrees is considerably lower than it is among the whites: 28 per cent of the Negroes and 55 per cent of the whites are male (Table 1.13).[2] White women are twice as likely as white men to have a spouse with a Bachelor's degree, whereas 10 per cent more of the Negro men than women marry degree-holders (Table 1.14). Only 42 per cent of the Negro women marry men in professional or managerial positions, but 85 per cent of the Negro men marry women in this category. About two-thirds of the white students of both sexes marry professionals or managers (Table 1.15).

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[2] This is partially due to response bias among the Negroes. Had an equal proportion of men and women answered the questionnaire, 33 per cent of the Negroes would have been male.

TABLE 1.10

MARITAL STATUS AT ENTRANCE TO COLLEGE, BY RACE AND SEX

Marital Status	White		Negro	
	Men (Per Cent)	Women (Per Cent)	Men (Per Cent)	Women (Per Cent)
Single	95	95	97	94
Married	5	5	3	6
Divorced	0	0	0	0
Separated	0	0	0	0
Widowed	0	0	0	-[a]
Total	100	100	100	100
N	178	153	127	330

[a]Too few cases to percentage.

TABLE 1.11

MARITAL STATUS AT TIME OF GRADUATION FROM COLLEGE, BY RACE AND SEX

Marital Status	White		Negro	
	Men (Per Cent)	Women (Per Cent)	Men (Per Cent)	Women (Per Cent)
Single	64	64	79	79
Married	36	35	20	19
Divorced	-[a]	0	2	1
Separated	0	0	0	0
Widowed	0	1	0	0
Total	100	100	101	100
N	183	153	127	330

[a]Too few cases to percentage.

TABLE 1.12

MARITAL STATUS AT TIME OF ANSWERING QUESTIONNAIRE (AUTUMN, 1965)

Marital Status	White		Negro	
	Men (Per Cent)	Women (Per Cent)	Men (Per Cent)	Women (Per Cent)
Single	45	37	57	58
Married	55	62	41	39
Divorced	-[a]	1	2	1
Separated	0	0	0	1
Widowed	0	1	0	0
Total	100	101	100	99
N	186	158	129	334

[a] Too few cases to percentage.

TABLE 1.13

RESPONDENTS' SEX, BY RACE

Respondents' Sex	White (Per Cent)	Negro (Per Cent)
Men	55	28
Women	45	72
Total	100	100
N	350	463

TABLE 1.14

EDUCATION OF RESPONDENT'S SPOUSE, BY SEX AND RACE
(PER CENT HOLDING BACHELOR'S DEGREE)

Sex	White	Negro
Men	38 (102)	54 (54)
Women	74 (98)	45 (131)

TABLE 1.15

OCCUPATION OF RESPONDENT'S SPOUSE, BY RACE AND SEX

Spouse's Occupation	White		Negro	
	Men (Per Cent)	Women (Per Cent)	Men (Per Cent)	Women (Per Cent)
Professional	62	42	85	42
Manager	0	24	0	1
Clerical	35	0	9	4
Sales	0	12	0	3
Craftsman	0	20	3	20
Operative	0	1	0	5
Service	2	0	3	10
Labor, except farm . .	0	0	0	13
Farm manager, owner .	0	0	0	1
Farm labor	0	0	0	1
Total	99	99	100	100
N	48	74	33	114

Undergraduate Major

Very few of the Negro students majored in the traditional arts and sciences fields. While there are some in each of the eleven fields listed in Table 1.16, 84 per cent of the women and 63 per cent of the men majored in education. Among the whites, 41 per cent of the women and 9 per cent of the men majored in education.

Interruptions

Few of the students reported any interruptions in their college work, but as we would expect, such breaks are slightly more common among the Negroes. About a fourth of the Negroes (compared with a sixth of the white men and a tenth of the white women) said that their studies were interrupted at least once (Table 1.17). There seems to be no consistent relationship between race and reason for the interruption, however, (Table 1.18). Negro women were more likely than white women to cite lack of funds, but white men were slightly more likely than Negro men to have interrupted their studies for this reason. More than twice as many white men as Negro men were on scholastic probation, but none of the white women and almost none of the Negro women were. More Negroes than whites seem to cite illness as a cause of interruption, but the differences are small. In any case, very few of either group dropped temporarily dropped out for this reason.

TABLE 1.16

COLLEGE MAJOR, BY SEX AND RACE

College Major	Men		Women	
	White (Per Cent)	Negro (Per Cent)	White (Per Cent)	Negro (Per Cent)
Physical sciences, mathematics	12	3	1	1
Biological sciences . .	5	4	5	1
Humanities	18	0	29	1
Social sciences	15	4	10	3
Engineering	15	5	0	0
Premedicine, predentistry, preveterinary	0	6	1	-[a]
Other health	0	2	8	4
Social work	0	1	1	-
Education	9	63	41	84
Business	16	7	0	4
Other	10	6	4	1
Total	100	101	100	99
N	185	127	157	335

[a] Too few cases to percentage.

TABLE 1.17

INTERRUPTIONS IN COLLEGE WORK, BY RACE AND SEX

Interruption and Cause	White		Negro	
	Men (Per Cent)	Women (Per Cent)	Men (Per Cent)	Women (Per Cent)
No interruptions . . .	83	90	77	73
Interruption due to:				
Lack of funds	6	1	6	11
Illness	0	1	2	4
Scholastic probation.	6	0	3	1
Other reasons	4	8	10	8
No reason given . . .	0	0	2	3
Total	99	100	100	100
N	186	158	129	331

TABLE 1.18

CAUSE OF INTERRUPTION (PER CENT OF THOSE CITING ANY INTERRUPTION), BY RACE AND SEX

Cause of Interruption	White		Negro	
	Men	Women	Men	Women
Lack of funds	39	12	30	46
Illness	0	6	7	15
Scholastic probation .	39	0	15	5
Other reasons	23	82	48	34
Total	101	100	100	100
N	31	16	27	79

Part-Time Students and Late Starters

In addition to being slightly more subject to interruptions, it seems that Negroes are somewhat more likely to be part-time students or to have been late starters than are whites. Looking at the distribution of age at graduation (Table 1.19), it is apparent that there is a greater percentage in each group (except white women) who were twenty-three or older when they graduated than we can account for by interruptions only. That is, assuming that practically everyone who goes to college has graduated from high school at age eighteen or earlier, those who graduated from college at twenty-three or older represent a minimum estimate of the proportion of late starters, part-time students, and people whose studies were not continuous. Among the Negroes, a sixth of the men and half as many women seem to have been either late starters or part-time students. The corresponding proportions among the white students are a tenth of the men and none of the women.

The data on college standing are not comparable across races at any but a gross level--class quartiles were obtained for the Negroes and grade-point averages for the whites. But looking at the upper half of each group in Table 1.20, it appears that the usual difference in favor of the women exists only for the white students,[3] the same phenomenon we observed when we looked at high-school class standing.

Sources of Support in College

From Parents

In spite of the differences in economic background discussed earlier, the racial difference in sources of support during college tend to be smaller than the differences between the sexes. Between 80 and 90 per cent of both races received some income from their parents (Table 1.21). Among those reporting any support from this source (Table 1.22), a third of the men of both races received 76 per cent or more of the total support from the parents, and two-thirds of the white women and half of the Negro women received this much.[4]

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[3] This is not due to response bias. There is no association between achievement quartile and response for men or women among Negroes. See Table A-1.4 in Appendix I.

TABLE 1.19

AGE AT GRADUATION, BY RACE AND SEX

Age at Graduation	White		Negro	
	Men (Per Cent)	Women (Per Cent)	Men (Per Cent)	Women (Per Cent)
20 or younger	3	13	6	8
21	35	58	26	35
22	35	22	30	23
23	8	2	18	13
24 or older	19	4	21	21
Total	100	99	101	100
N	191	158	125	329
Median age at graduation .	22.4	21.6	21.6	21.3

TABLE 1.20

COLLEGE CLASS STANDING, BY RACE AND SEX

Class Standing (Average Grade)	White		Negro		Quartile
	Men (Per Cent)	Women (Per Cent)	Men (Per Cent)	Women (Per Cent)	
B+ or higher	17	28	23	28	1
B, B- . . .	30	40	28	24	2
C+	31	23	30	24	3
C or lower	21	9	19	24	4
Total .	99	100	100	100	
N . . .	190	158	128	335	

---

[4] Some of this similarity is probably due to the fact that the average student at one of the white colleges pays $400 a year more for

TABLE 1.21

SOURCES OF SUPPORT DURING COLLEGE (PER CENT RECEIVING ANY SUPPORT FROM SOURCE), BY RACE AND SEX

Source of Support	White		Negro	
	Men	Women	Men	Women
Parents	84 (187)	90 (158)	83 (127)	87 (331)
Spouse	6 (187)	11 (158)	7 (125)	12 (330)
Other relatives . . .	12 (187)	3 (158)	18 (125)	17 (329)
Own job	61 (187)	34 (158)	52 (127)	30 (329)
Own savings	21 (187)	14 (158)	21 (125)	8 (330)
Scholarship	48 (187)	41 (158)	42 (128)	39 (329
Loans	24 (187)	15 (158)	34 (126)	26 (329)
Other	6 (187)	3 (158)	6 (125)	4 (329)

TABLE 1.22

LEVEL OF SUPPORT RECEIVED FROM PARENTS DURING COLLEGE (AMONG THOSE RECEIVING ANY SUPPORT FROM THIS SOURCE), BY RACE AND SEX

Level of Support from Parents	White		Negro	
	Men (Per Cent)	Women (Per Cent)	Men (Per Cent)	Women (Per Cent)
25 per cent or less .	27	15	28	17
26-50 per cent . . .	22	11	19	18
51-75 per cent . . .	14	10	19	16
76-99 per cent . . .	20	20	13	23
100 per cent	16	44	21	26
Total	99	100	100	100
N	158	143	105	288

N	694
None or NA on source	118
Total N	812

From Spouses and Other Relatives

Only an eighth of the women and half as many men were receiving any support from their spouses. Among the women who report such support (Table 1.23), a fifth of the Negroes and twice as many of the whites get 76 per cent or more of their total income from this source. Relatives other than parents or spouse are also insignificant as a source of support: only about a sixth of the white men and Negroes of both sexes, less than a twentieth of the white women report any income from this source. Table 1.24 shows us that an eighth of the men of both races and a fourth of the Negro women received 51 per cent or more of their total support from this source.

TABLE 1.23

LEVEL OF SUPPORT RECEIVED FROM SPOUSE DURING COLLEGE (AMONG THOSE RECEIVING ANY SUPPORT FROM THIS SOURCE), BY RACE AND SEX

Level of Support from Spouse	White		Negro	
	Men (Per Cent)	Women (Per Cent)	Men (Per Cent)	Women (Per Cent)
25 per cent or less .	50	22	-[a]	44
26-50 per cent . . .	42	11	-	31
51-75 per cent . . .	0	28	-	8
76-99 per cent . . .	8	33	-	0
100 per cent	0	6	-	18
Total	100	100	-	101
N	12	18	9	39

N	78
None or NA on source	734
Total N	812

[a] Too few cases to percentage.

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tuition and fees than does the average student at a Negro college. (The white average is $630, Negro average is $230.) Still, considering a difference of $6,000 in median family income, and larger families among the Negroes, we would not expect the Negro families to be able to furnish support at approximately the same rate as the whites.

TABLE 1.24

LEVEL OF SUPPORT RECEIVED FROM OTHER RELATIVES DURING COLLEGE (AMONG THOSE RECEIVING ANY SUPPORT FROM THIS SOURCE), BY RACE AND SEX

Level of Support from Other Relatives	White		Negro	
	Men (Per Cent)	Women (Per Cent)	Men (Per Cent)	Women (Per Cent)
25 per cent or less .	68	-[a]	82	48
26-50 per cent . . .	18	-	4	27
51-75 per cent . . .	4	-	4	14
76-99 per cent . . .	9	-	9	11
100 per cent	0	-	0	0
Total	99	-	99	100
N	22	4	22	56

N	104
None or NA on source	708
Total N	812

[a] Too few cases to percentage.

Employment during College

While only about 10 per cent of the students get more than half of their support from employment during college, it is a very frequent source of income, particularly for the men. Three-fifths of the white men, half of the Negro men, and about a third of the women of both races received some income from this source (Table 1.25). Income from savings accumulated before college is reported by a fifth of the men and fewer of the women; it is rarely a significant source. Almost none of the whites and about a sixth of the Negroes said that it accounted for more than half of their total support (Table 1.26).

Scholarships

Scholarships are a source of support for nearly half of the white men and about 40 per cent of all others, thus being the third most common source of support for men and the second most common for women (income from parents and from own job ranking first and second among men, first and third among women). Not only are white men slightly more likely to have scholarships, but their scholarships are also more valuable: 28 per cent of the white men received more than half of their total support from this source, compared with about 12 per cent of other groups (Table 1.27).

TABLE 1.25

LEVEL OF SUPPORT RECEIVED FROM OWN JOB DURING COLLEGE (AMONG THOSE RECEIVING ANY SUPPORT FROM THIS SOURCE), BY RACE AND SEX

Level of Support from Own Job	White		Negro	
	Men (Per Cent)	Women (Per Cent)	Men (Per Cent)	Women (Per Cent)
25 per cent or less .	60	78	65	71
26-50 per cent . . .	30	13	27	19
51-75 per cent . . .	4	9	2	4
76-99 per cent . . .	3	0	2	4
100 per cent	4	0	4	2
Total	101	100	100	100
N	114	54	66	100

N	334
None or NA on source	478
Total N	812

TABLE 1.26

LEVEL OF SUPPORT RECEIVED FROM OWN SAVINGS DURING COLLEGE (AMONG THOSE RECEIVING ANY SUPPORT FROM THIS SOURCE), BY RACE AND SEX

Level of Support From Own Savings	White		Negro	
	Men (Per Cent)	Women (Per Cent)	Men (Per Cent)	Women (Per Cent)
25 per cent or less .	92	96	77	81
26-50 per cent . . .	5	4	12	0
51-75 per cent . . .	2	0	4	0
76-99 per cent . . .	0	0	4	4
100 per cent	0	0	4	15
Total	99	100	101	100
N	40	22	26	26

N	114
None or NA on source	698
Total N	812

TABLE 1.27

LEVEL OF SUPPORT RECEIVED FROM SCHOLARSHIP DURING COLLEGE (AMONG THOSE RECEIVING ANY SUPPORT FROM THIS SOURCE), BY RACE AND SEX

Level of Support from Scholarship	White		Negro	
	Men (Per Cent)	Women (Per Cent)	Men (Per Cent)	Women (Per Cent)
25 per cent or less .	50	66	56	75
26-50 per cent . . .	22	23	33	16
51-75 per cent . . .	8	2	2	4
76-99 per cent . . .	10	8	6	3
100 per cent	10	2	4	2
Total	100	101	101	100
N	90	65	54	127

N	336
None or NA on source	476
Total N	812

Loans

Loans are the only source of support in which race makes as much difference as sex. As we would expect, Negroes are more likely than whites, and men more likely than women, to have gone into debt to get their degree. A third of the Negro men and a fourth of the Negro women are in debt. Furthermore, a fifth of the Negro debtors received more than half of their support from loans, but almost none of the white students did (Table 1.28).

Other Sources

Only about 5 per cent of the students report income from other sources, but among those few, two-thirds of the white men and a third of the Negro women report that more than half of their support came from this source (Table 1.29).

TABLE 1.28

LEVEL OF SUPPORT RECEIVED FROM LOANS DURING COLLEGE (AMONG THOSE RECEIVING ANY SUPPORT FROM THIS SOURCE), BY RACE AND SEX

Level of Support from Loans	White		Negro	
	Men (Per Cent)	Women (Per Cent)	Men (Per Cent)	Women (Per Cent)
25 per cent or less .	84	83	58	45
26-50 per cent . . .	14	12	14	34
51-75 per cent . . .	2	4	16	9
76-99 per cent . . .	0	0	12	7
100 per cent	0	0	0	5
Total	100	99	100	100
N	44	24	43	86

N	197
None or NA on source	615
Total N	812

TABLE 1.29

LEVEL OF SUPPORT RECEIVED FROM "OTHER SOURCES" DURING COLLEGE (AMONG THOSE RECEIVING ANY SUPPORT FROM THIS SOURCE), BY RACE AND SEX

Level of Support from "Other Sources"	White		Negro	
	Men (Per Cent)	Women (Per Cent)	Men (Per Cent)	Women (Per Cent)
25 per cent or less .	17	-[a]	-	43
26-50 per cent . . .	8	-	-	21
51-75 per cent . . .	17	-	-	7
76-99 per cent . . .	58	-	-	7
100 per cent	0	-	-	21
Total	100	-	-	99
N	12	5	8	14

N	39
None or NA on source	773
Total N	812

[a] Too few cases to percentage.

Summary

For the most part, then, students of both races are primarily dependent upon their parents for support during college, supplemented by scholarships and income from their own job. Only in loans is there a consistent race difference of any magnitude: loans are the fourth most common source of support for both races. Looking at these patterns of support in conjunction with interruptions and age at graduation, what seems to be happening is that more of the Negroes tend to delay college (particularly the men) and amass savings which can then be applied to college costs. When they encounter financial difficulties, Negro women are more likely than Negro men to drop out temporarily, and Negro men are more likely than Negro women to get a loan. This is not the case for white students, however. White men are both more likely to report lack of funds as the reason for interrupting college and more likely to go into debt than are white women.

CHAPTER II

THE FIRST JOB

The process of getting one's first job "out" of college, and the circumstances of that job, are for most college graduates a harbinger of things to come and hopefully the threshold of a new style of life. It is thus appropriate that we begin the central portion of our study with an examination of that first job.

We will begin by briefly examining the proportions of graduates who entered the labor force. Then we will examine the process by which they got their first job and its characteristics.

Entering the Labor Force

Who Applied for a Job?

At some time between graduation and the time the questionnaires were collected most of the respondents started working. Table 2.1 shows the proportion of each race which applied for a job, controlling for college standing, and sex. Except for those white men who were in the top half of their college class, a majority of each group applied for a job. In general, among the white graduates, women were more likely than men--and those low on college standing more likely than those who were high--to have applied for a job. The same pattern holds for the Negroes, except that there is no ability difference among Negro women. Comparing the races, the Negroes in each corresponding group are more likely to have applied for a job than are the whites, again with the exception that there is no race difference among the women who were low on college standing.

Interpreting Nonwork

We cannot entirely account for the substantial portion of those graduates who did not enter the labor force with the data we have.

Among those not applying for a job, about two-thirds of the whites of the of both sexes (those who were high on college academic standing more so than those who were low), a fourth of the Negro men, and a sixth of the Negro women had gone to graduate school at some time since they graduated from college (Table 2.2). Presumably many of these students did not work during that time--perhaps not at all during the period of the study.[1] Also, nearly two-thirds of the white women and about a third of the Negro women who did not apply for a job are married (Table 2.2). We may assume that many of these women are (and have been from graduation), nonworking wives. But even assuming that all the graduate students never worked, and that none of the married women work, we have still not accounted for 17 per cent of the white men, 10 per cent of the Negro men, and 5 per cent of the Negro women--the respondents who indicate they did not apply for a job and who are not otherwise accounted for. A presumable third factor is that many of the "unaccountable" men of both races entered military service.[2] But this factor would not explain that 5 per cent of the Negro women who apparently neither worked, married, nor went to graduate school. While we cannot tell precisely what this phenomenon means, its existence must somewhat color our understanding of the rest of the analysis.

Applying for the Job

Number of Job Opportunities

We turn now to those who did apply for jobs. More men than women, and more Negroes than whites, applied for three or more jobs. Men were more likely than women to have had two or more jobs offered to them, but

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[1] The design of the questionnaire is unfortunately not specific enough about the precise time periods involved for us to determine how many were in graduate school during the entire course of our study.

[2] Of the white male students, 12 per cent indicated that they had been on extended active duty after graduation. We are unable to determine the comparable figure for Negro male students because of an inexplicable error in processing the data. The proportion of males who had been on extended military service at any time (including periods before graduation) was 17 per cent for whites and 5 per cent for Negroes.

TABLE 2.1

PER CENT WHO APPLIED FOR WORK, BY COLLEGE STANDING, RACE, AND SEX

College Standing	White		Negro	
	Men	Women	Men	Women
High	47 (91)	74 (108)	79 (63)	91 (174)
Low	62 (99)	90 (50)	87 (63)	92 (155)
All respondents .	54 (191)	79 (159)	83 (126)	92 (329)

N	805
NA on applied	7
Total N	812

TABLE 2.2

ACTIVITIES OF NONWORKERS,[a] BY RACE, SEX, AND COLLEGE STANDING

Race, Sex, and College Standing	Per Cent in Graduate School	Per Cent Married
White men:		
High	78 (48)	
Low	39 (38)	
All nonworkers	61 (86)	
White women:		
High	71 (28)	68 (28)
Low	-[b] (5)	- (5)
All nonworkers	69 (33)	63 (33)
Negro men:		
High	7 (14)	
Low	- (8)	
All nonworkers	23 (22)	
Negro women:		
High	21 (19)	21 (19)
Low	7 (14)	43 (14)
All nonworkers	15 (33)	30 (33)

N (male nonworkers)	109
N (female nonworkers)	66
NA on graduate school or marital status	637
Total N	812

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[a] Includes those who never applied for a job and NA's on whether applied for a job.

[b] Too few cases to percentage.

there was no difference between the races in the number of offers received (Tables 2.3 and 2.4). Asked why some of their applications did not bring them offers, the reasons both races most frequently cited were "no vacancy," "other," and "don't know." Almost none of the Negroes felt that racial discrimination had anything to do with it.

TABLE 2.3

PER CENT OF JOB APPLICANTS MAKING THREE APPLICATIONS OR MORE, BY SEX AND RACE

Sex	White	Negro
Men	52 (101)	62 (105)
Women	33 (126)	44 (302)
All applicants	41 (227)	48 (407)

N	634
NA on number	3
Did not apply for job	175
Total N	812

TABLE 2.4

PER CENT OF JOB APPLICANTS RECEIVING TWO OFFERS OR MORE, BY SEX AND RACE

Sex	White	Negro
Men	54 (101)	54 (102)
Women	40 (126)	35 (288)
All applicants	46 (227)	40 (390)

N	617
NA on number	20
Did not apply for job	175
Total N	812

Location of First Job

Except for white men of high ability, the majority of all groups found their first postgraduation job in Louisiana. Among the women of both races, those low in ability were a little less likely to stay in the region. A greater percentage of Negroes stayed in the region than did whites; but a comparison of the proportion who stayed in the region to work with the proportion who grew up there shows that Negroes are also leaving the region in greater numbers after graduation than are whites. In all, 89 per cent of the Negroes went to high school in Louisiana, but only 75 per cent found their first jobs there. Of the whites, 72 per cent went to high school in the Census region which includes Louisiana, and 74 per cent worked there--62 per cent in Louisiana itself (Tables 2.5 and 2.6; cf. Table 1.3).

TABLE 2.5

LOCATION OF WHITE GRADUATES' FIRST JOB, BY SEX AND COLLEGE STANDING

Location	Men		Women		All Applicants (Per Cent)
	College Standing		College Standing		
	High (Per Cent)	Low (Per Cent)	High (Per Cent)	Low (Per Cent)	
Louisiana .	42	71	67	60	73
Other West South Central .	30	11	7	5	
Other South	10	9	12	12	27
Other . . .	18	9	14	23	
Total . .	100	100	100	100	100
N	40	56	73	40	209

N	209
NA on location	20
NA on college standing	1
Did not apply for job	120
Total N	350

TABLE 2.6

LOCATION OF NEGRO GRADUATES' FIRST JOB, BY SEX AND COLLEGE STANDING

Location	Men		Women		All Applicants (Per Cent)
	College Standing		College Standing		
	High (Per Cent)	Low (Per Cent)	High (Per Cent)	Low (Per Cent)	
Louisiana .	69	64	82	73	80
Other West South Central .	3	6	4	9	
Other South	6	6	6	5	20
Other . . .	22	24	8	13	
Total . .	100	100	100	100	100
N	36	36	99	99	270

N	270
NA on location	137
NA on college standing	0
Did not apply for job	55
Total N	462

Method of Finding Job

Relatively few found their first jobs through employment offices or newspaper advertisements. In both races and both sexes those low on college standing were more likely to have been referred by a friend or relative than were those who ranked high, and the difference was greater for the whites than for the Negroes. Regardless of race or sex, those of high ability were more likely to have found a job through their college than those of low ability, but the differences are not very large. Among the whites, men and women of high ability were more likely to be contacted by their future employers than were those of low ability, but there is no consistent sex difference. Among the Negroes, on the other hand, women are almost twice as likely as men to have found their first job in this way, and ability makes no difference. Men of high ability in both races are more likely to cite "other" as the way in which they found their jobs than are those of low ability, but among women ability seems not to matter in this (Table 2.7 and 2.8).

TABLE 2.7

HOW WHITE GRADUATES OBTAINED FIRST JOB, BY SEX AND COLLEGE STANDING

How Job Obtained	Men		Women	
	College Standing		College Standing	
	High (Per Cent)	Low (Per Cent)	High (Per Cent)	Low (Per Cent)
Referred by friend or relative	10	41	4	20
Contacted by employer	37	18	38	31
Referred by school . .	13	8	23	9
Referred by state employment office .	0	8	2	2
Newspaper advertisement	0	2	2	11
Referred by private employment office .	5	10	2	0
Other	34	13	28	27
Total	99	100	99	100
N	38	61	79	45

N	223
NA on how	6
NA on college standing	1
Did not apply for job	120
Total N	350

TABLE 2.8

HOW NEGRO GRADUATES OBTAINED FIRST JOB, BY SEX AND COLLEGE STANDING

How Job Obtained	Men		Women	
	College Standing		College Standing	
	High (Per Cent)	Low (Per Cent)	High (Per Cent)	Low (Per Cent)
Referred by friend and relative . . .	26	35	15	25
Contacted by employer	22	27	46	48
Referred by school .	22	16	20	10
Referred by state employment office .	4	2	1	2
Newspaper advertisement	2	4	1	2
Referred by private employment office	0	2	1	2
Other	24	14	15	10
Total . . .	100	100	99	99
N	50	51	150	134

N	385
NA on how	22
Did not apply for job	55
Total N	462

Characteristics of the First Job

Segregation in Job Environment

Not only were almost all the whites of both sexes hired by a white person (Table 2.9), but the majority of their co-workers at the same level are also white (Table 2.10). Slightly over half of the Negroes were hired by whites, but about two-thirds of the men and four-fifths of the women work in places where a majority of those doing similar work are Negroes. This semi-segregation extends also to the pupils of those who have become schoolteachers (Table 2.11). The vast majority of those who had taught at any time since graduation reported that all their pupils were of their race: 94 per cent of the Negroes said that all their pupils were Negroes, and 86 per cent of the white teachers reported that none of their pupils were Negroes.

TABLE 2.9

RACE OF PERSON HIRING FOR FIRST JOB, BY RESPONDENTS' RACE AND SEX

Race of Person Hiring for First Job	White		Negro	
	Men (Per Cent)	Women (Per Cent)	Men (Per Cent)	Women (Per Cent)
White	97	98	54	55
Negro	1	0	41	37
Other	1	2	0	0
Don't know	1	0	5	8
Total	100	100	100	100
N	97	125	99	290

N	610
NA on employer's race	27
Never worked	175
Total N	812

TABLE 2.10

PREDOMINANT RACE OF JOB PEERS AT FIRST JOB, BY RESPONDENTS' RACE AND SEX

Predominant Race of Job Peers	White		Negro	
	Men (Per Cent)	Women (Per Cent)	Men (Per Cent)	Women (Per Cent)
White	97	98	35	18
Negro	3	1	62	77
Other	0	1	0	1
Don't know	0	1	3	4
Total	100	101	100	100
N	97	121	99	292

N	609
NA on peers	28
Never worked	175
Total N	812

TABLE 2.11

PER CENT OF THOSE TEACHING SCHOOL WHOSE PUPILS ARE ALL SAME RACE AS RESPONDENT, BY RACE AND SEX

Respondent's Sex	White	Negro
Male	69 (16)	93 (56)
Female	89 (74)	94 (211)
All teachers . .	86 (90)	94 (267)

N 357
NA or no teaching job 280
Never applied for job 175
Total N 812

"Permanent" First Jobs

A majority of the employed graduates are working full time at what they consider permanent jobs. It is hard to say exactly what respondents had in mind when they indicated that their first job was temporary. (In the next chapter we will see that such people were more likely to change jobs, if they continued to work, and the white men in this category were more likely to stop working.) In any case, about a fifth of each race and each sex has a temporary full-time job (Tables 2.12 and 2.13). Ability makes no difference except among the white women: those whose college standing was high are much less likely to have such a job. Part-time jobs are held by only a fifth of the high-ability Negro men, and by a tenth or less of every other group.

Type of Job

Most of our respondents found jobs in the professions. Among the Negroes, most of these jobs are as schoolteachers: teaching was the first postgraduation job of about four-fifths of the women and half of the men. A sixth of the white men and slightly less than half of the white women are teaching school. In both races, men of low ability are more likely to be schoolteachers than are men of high ability, but ability makes no difference among women. High-ability whites of both sexes are more likely to go into other professions than are those of low ability. In spite of having a college degree, about a tenth of the men (both Negro and white) take blue-collar jobs--a few more of those who were in the bottom half of their college classes than of those in the top half (Tables 2.14 and 2.15).

TABLE 2.12

HOURS AND PERMANENCE OF WHITE GRADUATES' FIRST JOBS, BY SEX AND COLLEGE STANDING

Hours and Permanence of Job	Men		Women	
	College Standing		College Standing	
	High (Per Cent)	Low (Per Cent)	High (Per Cent)	Low (Per Cent)
Full time:				
Permanent	74	69	89	62
Temporary	21	23	6	36
Part time:				
Permanent	2	2	0	2
Temporary	2	7	5	0
Total	99	101	100	100
N	42	61	79	45

N	227
NA on hours and permanence	2
NA on college standing	1
Never worked	120
Total N	350

TABLE 2.13

HOURS AND PERMANENCE OF NEGRO GRADUATES' FIRST JOBS, BY SEX AND COLLEGE STANDING

Hours and Permanence of Job	Men		Women	
	College Standing		College Standing	
	High (Per Cent)	Low (Per Cent)	High (Per Cent)	Low (Per Cent)
Full time:				
Permanent	60	76	68	74
Temporary	20	18	22	21
Part time:				
Permanent	6	2	0	1
Temporary	14	4	10	4
Total	100	100	100	100
N	50	50	152	140

N	392
NA on hours and permanence	15
NA on college standing	0
Never worked	55
Total N	462

TABLE 2.14

FIRST OCCUPATION OF WHITE GRADUATES, BY SEX AND COLLEGE STANDING

First Occupation	Men		Women	
	College Standing		College Standing	
	High (Per Cent)	Low (Per Cent)	High (Per Cent)	Low (Per Cent)
Schoolteacher	5	22	46	42
Other professional .	67	35	42	27
Manager, proprietor .	0	15	2	0
Clerical	19	3	8	18
Sales	5	12	0	11
Other	5	13	2	2
Total	101	100	100	100
N	42	60	79	45

N	226
NA on occupation	3
NA on college standing	1
Not working	120
Total N	350

TABLE 2.15

FIRST OCCUPATION OF NEGRO GRADUATES, BY SEX AND COLLEGE STANDING

First Occupation	Men		Women	
	College Standing		College Standing	
	High (Per Cent)	Low (Per Cent)	High (Per Cent)	Low (Per Cent)
Schoolteacher	46	58	78	82
Other professional .	26	20	9	12
Manager, proprietor .	6	0	0	0
Clerical	14	8	9	7
Sales	0	0	0	0
Other	8	14	4	0
Total	100	100	100	101
N	50	50	152	137

N	389
NA on occupation	18
Not working	55
Total N	462

Undergraduate Major and Job Type

Tables 2.16 and 2.17 give the academic origins of workers in various occupations. Looking at those whose first postgraduation job was as a schoolteacher, over 90 per cent of the Negroes were education majors, compared with only 60 per cent of the whites; the remaining whites came from the arts and sciences and related professions.[3] Fewer men of both races than women came into other professions from education, and few white men than Negro men did so. Business majors accounted for about a fourth of the white men in "Other Professions" but did not provide a significant source for other groups. Education plus the arts and sciences and related professions accounted for about 90 per cent of those who entered the "Other Professions" category. Among the whites, the arts and sciences and related professions contributed about 60 per cent of those in other occupations; the remainder came almost exclusively from education (for the women) and business and other majors (for the men). Negroes going into other occupations were more likely to have majored in education than in any other subject, but only among women were a majority (59 per cent) education majors. The remaining women are evenly divided in origin between business majors and those who majored in the arts, sciences, and related professions. Nearly half of the men in other occupations who did not major in education had majored in business; the remainder were equally divided between those in the "Other" category and those in the arts, sciences, and related professions.

Starting Salary

Among those with permanent full-time jobs,[4] about 80 per cent of the white men started their first postgraduation job at a salary of $4,000 a year or more, while only about a third of the other groups did so. But the magnitude of the difference seems primarily due to differences in

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[3] Included in this category are the biological sciences, engineering, the health professions, the humanities, mathematics, the physical sciences, the social sciences, and social work.

[4] We have eliminated all part-time or temporary employees from all salary tables because, first, their salaries generally tend to be lower, and second, there are too few of them to analyze separately.

TABLE 2.16 -- UNDERGRADUATE MAJOR OF WHITE RESPONDENTS, BY SEX AND TYPE OF FIRST OCCUPATION

Undergraduate Major	Men				Women			
	First Occupation				First Occupation			
	School-teacher (Per Cent)	Other Professions (Per Cent)	Other (Per Cent)	All Types (Per Cent)	School-teacher (Per Cent)	Other Professions (Per Cent)	Other (Per Cent)	All Types (Per Cent)
Arts, sciences and related professions .	40	56	62	57	40	56	62	53
Education . .	60	2	3	11	60	38	33	46
Business . .	0	27	14	17	0	0	0	0
Other	0	16	22	15	0	7	4	3
Total . .	100	101	101	100	100	101	99	102
N	15	45	37	99	55	45	24	125

N	224
NA on undergraduate major	6
Did not apply for job	120
Total N	350

TABLE 2.17--UNDERGRADUATE MAJOR OF NEGRO RESPONDENTS, BY SEX AND TYPE OF FIRST OCCUPATION

Undergraduate Major	Men				Women			
	First Occupation				First Occupation			
	School-teacher (Per Cent)	Other Professions (Per Cent)	Other (Per Cent)	All Types (Per Cent)	School-teacher (Per Cent)	Other Professions (Per Cent)	Other (Per Cent)	All Types (Per Cent)
Arts, sciences, and related professions	4	61	16	21	5	57	21	12
Education . .	92	26	40	63	95	37	59	84
Business . .	0	9	28	9	0	3	21	3
Other	4	4	16	7	0	3	0	1
Total . .	100	100	100	100	100	100	101	100
N	52	23	25	105	230	30	29	302

N	407
NA on undergraduate major	0
Did not apply for job	55

occupation. Schoolteaching is the most poorly paid job, and relatively few white men are in this occupation. Furthermore, of those few who are in teaching, nearly two-thirds are earning $4,000 a year or more, compared with about a fifth of the others in this occupation. In fact, it is only among the male schoolteachers that Negroes are clearly underpaid relative to whites: in every other salary comparison in the table they do as well or better. White women entering professions other than teaching are only half as likely as Negro women to earn $4,000 a year or more, and the difference for men is negligible. Only for occupations other than the professions is there a sex difference consistent across races: there, half the women have high salaries, compared with more than three-quarters of the men (Table 2.18).

TABLE 2.18

PER CENT OF FULL-TIME PERMANENT EMPLOYEES WHOSE STARTING SALARY WAS $4,000 OR OVER, BY OCCUPATION, RACE, AND SEX

Occupation	White		Negro	
	Men	Women	Men	Women
Schoolteacher	64 (14)	19 (43)	19 (37)	20 (157)
Other professional .	90 (31)	43 (42)	85 (13)	80 (20)
Other	77 (22)	50 (14)	87 (15)	50 (16)
All full-time permanent . . .	82 (68)	33 (99)	32 (66)	30 (198)

N	431
NA on salary	16
Not full-time permanent	365
Total N	812

Controlling for ability (although it so reduces the case bases that the percentages must be taken with a large grain of salt), we see that, while ability does affect salary, it does not eradicate the differences discussed above. White men who teach school are much more likely to have high salaries than are Negro men, and white women in professions other than teaching are poorly paid relative to Negro women (Tables 2.19 and 2.20).

TABLE 2.19

PER CENT OF WHITE FULL-TIME PERMANENT EMPLOYEES WHOSE STARTING SALARY WAS $4,000 OR OVER, BY OCCUPATION, SEX, AND COLLEGE STANDING

Occupation	Men		Women	
	College Standing		College Standing	
	High	Low	High	Low
Schoolteacher	-[a] (2)	67 (12)	21 (33)	10 (10)
Other professional .	100 (17)	100 (14)	48 (31)	20 (10)
Other	- (8)	93 (4)	- (6)	- (8)
All white full-time permanent .	81 (27)	88 (41)	37 (70)	21 (28)

N	166
NA on salary	5
NA on college standing	1
Not full-time permanent	178
Total N	350

[a] Too few cases to percentage.

TABLE 2.20

PER CENT OF NEGRO FULL-TIME PERMANENT EMPLOYEES WHOSE STARTING SALARY WAS $4,000 OR OVER, BY OCCUPATION, SEX, AND COLLEGE STANDING

Occupation	Men		Women	
	College Standing		College Standing	
	High	Low	High	Low
Schoolteacher	24 (17)	15 (20)	18 (79)	22 (78)
Other professional .	-[a] (6)	- (7)	- (7)	69 (13)
Other	- (6)	- (9)	64 (11)	- (5)
All Negro full-time permanent .	45 (29)	22 (37)	31 (100)	29 (98)

N	264
NA on salary	11
Not full-time permanent	187
Total N	462

[a] Too few cases to percentage.

Location has such a high "No Answer" rate that there are not sufficient cases to compare salary levels by occupation and location for any of the respondents except women schoolteachers. But within that group it makes a tremendous difference: almost none of the white or Negro women teaching school in Louisiana earn $4,000 a year or more, whereas two-thirds of those teaching elsewhere do. But ignoring specific occupations, those of both races and sexes working in Louisiana are much less likely to have high salaries than are those working elsewhere. In fact, the sex difference in the salaries of the latter is greater than the race difference, which is small among the men and favors the Negroes among the women. Among those working in Louisiana the big difference is between the white men (75 per cent have high salaries), and all others (15 to 29 per cent high salaries) and the former are much more likely than the latter to be in occupations having generally high salary levels (Table 2.21). In effect, location differences seem to account for some of the anomalies in salary by occupation. While there are too few cases for a direct comparison, there is at least an ecological relationship within occupations between salary and location. Table 2.22 gives the per cent working in Louisiana, by occupation, race, and sex. From this and Table 2.21 we see that white women in professions other than teaching are both underpaid relative to Negro women and more likely to be working in Louisiana. White men teaching school, who were overpaid relative to other groups, are also least likely to be working in Louisiana. Among those in nonprofessional jobs, however, the sex difference in the location where whites were employed runs counter to the difference in salary. There is no sex difference in the location where Negro nonprofessionals worked, whereas there is one in salary.

Tenure in First Job

There is very little sex difference in the median number of months worked at the first job, but there is a slight tendency for Negroes to have completed fewer months at their first job than for whites. About a fourth of the white men and a tenth of the other groups spent six months or less at their first job. Negroes of both sexes are much more likely than whites to have spent seven months to a year at their first job, but they are much

TABLE 2.21

PER CENT OF FULL-TIME PERMANENT EMPLOYEES WHOSE STARTING SALARY WAS $4,000 OR OVER, BY RACE, OCCUPATION, SEX, AND LOCATION

Race and Occupation	Men		Women	
	Location		Location	
	Louisiana	Other	Louisiana	Other
Whites:				
Schoolteacher	-[a] (9)	- (5)	4 (28)	64 (11)
Other professional . .	100 (14)	100 (16)	37 (30)	- (9)
Other	71 (17)	- (5)	- (5)	- (9)
All white full-time permanent	75 (40)	100 (26)	25 (63)	59 (29)
Negroes:				
Schoolteacher	9 (22)	- (4)	9 (89)	68 (25)
Other professional . .	- (4)	- (6)	- (8)	- (6)
Other	- (5)	- (6)	- (5)	- (6)
All Negro full-time permanent	29 (31)	94 (17)	15 (104)	73 (37)

N	347
NA on salary	8
NA on region	92
Not full-time permanent	365
Total N	812

[a] Too few cases to percentage.

TABLE 2.22

PER CENT OF FULL-TIME PERMANENT EMPLOYEES WORKING IN LOUISIANA, BY OCCUPATION, RACE, AND SEX

Occupation	White		Negro	
	Men	Women	Men	Women
Schoolteacher	64 (14)	72 (39)	81 (26)	79 (117)
Other professional . . .	53 (34)	77 (39)	40 (10)	57 (14)
Other	78 (23)	36 (14)	45 (11)	45 (11)
All full-time permanent .	63 (71)	68 (92)	65 (48)	74 (144)

N	355
NA on location	92
Not full-time permanent	365
Total N	812

less likely to have held their first job for more than a year (Table 2.23). This race difference is apparently due to two factors. First, Negroes who change jobs tend to do so after fewer months at their first jobs than the whites, as we shall see in the following chapter. Second, at least those Negroes who do not change jobs tend to delay working after graduation more often than do whites.

TABLE 2.23

NUMBER OF MONTHS AT FIRST JOB (AMONG GRADUATES STILL AT FIRST JOB), BY RACE AND SEX

Number of Months Worked	White		Negro	
	Men	Women	Men	Women
1-6	25	9	9	9
7-12	11	21	82	80
13 or more	64	70	9	11
Total	100	100	100	100
N	53	43	45	165

N	306
NA on months	29
Not still at first job	477
Total N	812

CHAPTER III

CHANGES IN EMPLOYMENT

Although our respondents have not been out of college for very long, the time has been sufficient for changes to have taken place in their employment: some have changed jobs, some are unemployed, and others have left the labor force[1] entirely (Tables 3.1 and 3.2). In this chapter we shall examine these changes, concentrating first on the phenomenon of leaving the labor force, then on unemployment, and finally on job-changing. The final portion of this chapter summarizes the patterns individually for whites and Negroes, by sex.

TABLE 3.1

PRESENT JOB STATUS OF WHITE GRADUATES, BY SEX AND COLLEGE STANDING

Present Job Status	Men		Women	
	College Standing		College Standing	
	High (Per Cent)	Low (Per Cent)	High (Per Cent)	Low (Per Cent)
Working:				
Same job	33	37	35	26
Different job . . .	9	12	17	42
Not working:				
Looking	0	3	5	8
Not looking	4	9	18	14
Never applied for job	54	39	26	10
Total	100	100	101	100
N	89	98	107	50

N 344
NA on job status 4
NA on college standing 2
Total N 350

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[1] The term "labor force" as we use it refers not only to those who are working but also to those in the category "not now working: looking for work" (see Sec. 2, Q. 4 of the questionnaire, given in Appendix II).

TABLE 3.2

PRESENT JOB STATUS OF NEGRO GRADUATES, BY SEX AND COLLEGE STANDING

Present Job Status	Men		Women	
	College Standing		College Standing	
	High (Per Cent)	Low (Per Cent)	High (Per Cent)	Low (Per Cent)
Working:				
Same job	26	49	46	59
Different job . . .	31	19	14	6
Not working:				
Looking	5	11	19	17
Not looking	14	7	10	8
Never applied for job	24	14	11	9
Total	100	100	100	99
N	58	57	166	149

N	430
NA on job status	32
NA on college standing	0
Total N	462

Leaving the Labor Force

College Standing and Sex

While it might be expected that those in the top half of their college class would be more likely than those in the bottom half to leave the labor force in order to attend graduate school (and that men would be more likely than women to do so) this is not the case. There is no consistent relationship between college standing or sex and leaving the labor force (Tables 3.3 and 3.4).

TABLE 3.3

PER CENT OF GRADUATES LEAVING LABOR FORCE, BY COLLEGE STANDING, RACE, AND SEX

College Standing	White		Negro	
	Men	Women	Men	Women
High	10 (41)	24 (79)	18 (44)	11 (147)
Low	15 (60)	16 (45)	8 (49)	9 (135)

N	600
NA on current status	36
NA on college standing	1
Never worked	175
Total N	812

TABLE 3.4

PER CENT OF GRADUATES IN LABOR FORCE, BY COLLEGE STANDING, RACE, AND SEX

College Standing	White		Negro	
	Men	Women	Men	Women
High	42 (89)	57 (107)	62 (58)	79 (166)
Low	52 (98)	76 (50)	79 (57)	82 (149)

N	774
NA on job status	36
NA on college standing	2
Total N	812

Job Characteristics

We had no way of determining whether it was their first postgraduation job that respondents were leaving when they left the labor force. Still, looking at some of the characteristics of this first job may shed some light on the phenomenon. Location of the first job does not relate to leaving the labor force: 21 to 24 per cent of the white women working in Louisiana and the white men working elsewhere have left the labor force, and only 5 to 11 per cent of the other two groups have done so (Table 3.5). Looking at the hours and permanence of the first job, it may be seen that among the Negroes, the part-time employees are more likely to leave the labor force than are the full-time workers, regardless of whether this full-time job was said to be permanent or temporary. So few of the whites held part-time jobs that their rate of leaving is meaningless, and only among the male full-time employees do the temporary workers leave the labor force in greater numbers than the permanent. The opposite is true for the white women (Table 3.6).

TABLE 3.5

PER CENT OF GRADUATES LEAVING LABOR FORCE, BY LOCATION OF FIRST JOB, RACE, AND SEX

Location of First Job	White		Negro	
	Men	Women	Men	Women
Louisiana	4 (56)	24 (74)	9 (44)	11 (141)
Other	21 (39)	10 (40)	5 (20)	11 (45)

N 459
NA on current status 14
NA on location 164
Never worked 175
Total N 812

TABLE 3.6

PER CENT OF GRADUATES LEAVING LABOR FORCE, BY HOURS AND PERMANENCE OF FIRST JOB, RACE, AND SEX

Hours and Permanence of First Job	White		Negro	
	Men	Women	Men	Women
Full time:				
Permanent	3 (71)	23 (99)	7 (59)	9 (186)
Temporary	35 (23)	5 (21)	12 (16)	8 (62)
Part time	-[a] (7)	- (5)	23 (13)	19 (21)

N 583
NA on current status 20
NA on hours and permanence 34
Never worked 175
Total N 812

[a] Too few cases to percentage.

Type of Job

The nature of the first job also has no consistent relationship with leaving the labor force. Among the white men, none of those who were teaching school, a tenth of the other professionals, and a fifth of all others left the labor force. Among the white women, schoolteachers and other professionals were more likely to leave the labor force than those in other occupations. No differences of any size exist among the Negroes (Table 3.7). Only for the whites is the starting salary of the first job also related to leaving the labor force. Whites whose starting salaries were low are more likely to leave the labor force (Table 3.8).

TABLE 3.7

PER CENT OF GRADUATES LEAVING LABOR FORCE, BY FIRST OCCUPATION, RACE, AND SEX

First Occupation	White		Negro	
	Men	Women	Men	Women
Schoolteacher	0 (15)	20 (55)	11 (47)	9 (211)
Other professional	10 (49)	26 (46)	15 (20)	12 (26)
Other	22 (37)	12 (24)	5 (20)	11 (28)

N	578
NA on current status	22
NA on occupation	37
Never worked	175
Total N	812

TABLE 3.8

PER CENT OF GRADUATES LEAVING LABOR FORCE, BY STARTING SALARY OF FIRST JOB, RACE, AND SEX

Starting Salary of First Job	White		Negro	
	Men	Women	Men	Women
Less than $4,000	28 (25)	26 (84)	9 (54)	10 (184)
$4,000 or more	8 (71)	10 (41)	14 (29)	8 (71)

N	559
NA on current status	15
NA on salary	63
Never applied for job	175
Total N	812

Job Tenure

Among those who did leave the labor force, men were more likely than women, and Negroes more likely than whites, to have worked six months or less before leaving their first jobs. Few worked more than a year: the highest proportions were about a tenth of the white men and the Negro women (Table 3.9).

TABLE 3.9

NUMBER OF MONTHS AT FIRST JOB (AMONG THOSE LEAVING LABOR FORCE), BY RACE AND SEX

Number Months at First Job	White		Negro	
	Men (Per Cent)	Women (Per Cent)	Men (Per Cent)	Women (Per Cent)
1-6	40	15	75	42
7-12	50	81	25	46
More than 12	10	4	0	12
Total	100	100	100	100
N	10	26	12	26

N	74
NA on months	5
Have not left labor force	733
Total N	812

Reasons for Leaving

In general, leaving the labor force is more often associated with extrinsic forces than it is with anything intrinsic to the first job. Asked why they left their first job (Table 3.10) most of the white men who left the labor force said either that they quit in order to go to graduate school or that their first job was "temporary" (once again, that ambiguous "temporary").[2] Nearly three-fourths (73 per cent) of the white women cited marriage or maternity, and another 15 per cent cited "change of location," which for women is probably also associated with marriage. We are not able to consider the sex differences among the Negroes, since too many of the Negroes who left the labor force gave no reason for leaving their first job. But five of the six men who gave a reason cited "draft or enlistment," and, compared with the white group, both academic and marriage-related reasons are infrequent.

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[2] We are not confident that the reasons given for leaving the first job are identical to the reasons given for leaving the labor force. Unfortunately, the structure of the questionnaire does not permit us to be more precise.

TABLE 3.10

REASON FOR LEAVING FIRST JOB (AMONG THOSE WHO LEFT LABOR FORCE), BY RACE AND SEX

Reason for Leaving First Job	White			All Negroes (Per Cent)
	Men (Per Cent)	Women (Per Cent)	All Whites (Per Cent)	
Fired, laid off	0	0	0	0
Temporary job	38	0	13	13
Insufficient pay . . .	0	0	0	0
Lack of opportunity for promotion	8	0	3	0
Disliked job	0	4	3	0
Better job	0	0	0	13
Change of location . .	8	15	13	7
Marriage, maternity . .	0	73	49	20
Graduate school	31	8	15	13
Draft or enlistment . .	15	0	5	33
Total	100	100	101	99
N	13	26	39	15

N	54
NA on reason	25
NA or did not leave labor force	558
Never in labor force	175
Total N	812

Activities of Those Leaving the Labor Force

Looking at the activities of those who have left the labor force (Table 3.11), two-thirds of the white men, a third of the Negro men, and about a sixth of the women of both races report having gone to graduate school sometime between graduation and the time they filled out the questionnaire. Further, 88 per cent of the white women and 43 per cent of the Negro women are married.

TABLE 3.11

ACTIVITIES OF GRADUATES LEAVING THE LABOR FORCE, BY RACE AND SEX

Race and Sex	Per Cent Going to Graduate School	Per Cent Married
White:		
Men	$62_{(13)}$	
Women	$15_{(26)}$	$88_{(25)}$
Negro:		
Men	$36_{(11)}$	
Women	$18_{(28)}$	$43_{(28)}$

N	78	N	53
NA on graduate school . . .	1	NA on marital status . .	2
Never worked, NA, or still in labor force	733	Male respondents	24
Total N	812	Never worked, NA, or still in labor force .	733
		Total N	812

Unemployment

Current Unemployment

Another small group of the 1964 graduates is presently not working but is looking for work. More of the Negroes (particularly the Negro women) are out of work than are the whites. As was true of leaving the labor force, college standing has no consistent relationship with current employment (Table 3.12). There are too few cases among the whites and the Negro men to examine current unemployment further (and once again, we do not know how many jobs these respondents have had since leaving college). But looking at the characteristics of the first job Negro women held (Tables 3.13-3.16), we see that while the location of the first job has no effect on current unemployment (Table 3.13), the other characteristics do. Half of the part-time workers and two-fifths of the temporary full-time workers are currently unemployed, compared with only a tenth of the permanent full-time workers (Table 3.14). About a fifth of those whose first job was teaching school are now looking for work, which is twice as many as those from other professions and occupations (Table 3.15). Most had worked seven to twelve months at their first job before leaving it and those high on college standing were more likely to have worked this long or longer than those who were low (Table 3.17). When asked why they left this job, about a third said it was temporary anyway, two-fifths gave marriage-related reasons, one person said she left for graduate school, and the remainder gave job-related reasons. Only one said she was fired or laid off (Table 3.18).

TABLE 3.12

PER CENT OF GRADUATES PRESENTLY UNEMPLOYED, BY COLLEGE STANDING, RACE, AND SEX

College Standing	White		Negro	
	Men	Women	Men	Women
High	0 (37)	8 (60)	8 (36)	24 (131)
Low	6 (51)	11 (38)	13 (45)	21 (123)
All in labor force . . .	3 (88)	9 (99)	11 (81)	22 (254)

N 522
NA on current status 36
Not now in labor force 254
Total N 812

TABLE 3.13

PER CENT OF NEGRO WOMEN GRADUATES PRESENTLY UNEMPLOYED, BY LOCATION OF FIRST JOB

Louisiana	20	(126)
Other	15	(40)

N	166
NA on current status	9
NA on location	99
Not now in labor force	61
Total N	335

TABLE 3.14

PER CENT OF NEGRO WOMEN GRADUATES PRESENTLY UNEMPLOYED, BY HOURS AND PERMANENCE OF FIRST JOB

Full time:		
Permanent	10	(69)
Temporary	40	(57)
Part time	53	(17)

N	243
NA on current status	12
NA on hours	19
Not now in labor force	61
Total N	335

TABLE 3.15

PER CENT OF NEGRO WOMEN GRADUATES PRESENTLY UNEMPLOYED, BY TYPE OF FIRST OCCUPATION

Schoolteacher	22	(191)
Other professional	9	(23)
Other	12	(25)

N	239
NA on current status	13
NA on occupation	22
Not now in labor force	61
Total N	335

TABLE 3.16

PER CENT OF NEGRO WOMEN GRADUATES PRESENTLY UNEMPLOYED, BY STARTING SALARY OF FIRST JOB

Less than $4,000	22	(166)
$4,000 or more	8	(65)

N	231
NA on current status	8
NA on salary	35
Not now in labor force	61
Total N	335

TABLE 3.17

NUMBER OF MONTHS AT FIRST JOB (AMONG NEGRO WOMEN PRESENTLY UNEMPLOYED), BY COLLEGE STANDING

Number of Months at First Job	College Standing	
	High (Per Cent)	Low (Per Cent)
1-6	25	50
7-12	71	50
More than 12	4	0
Total N	100	100
N	24	20

N	44
NA on months	13
White, male, or not unemployed	755
Total N	812

TABLE 3.18

REASON FOR LEAVING FIRST JOB (AMONG NEGRO WOMEN PRESENTLY UNEMPLOYED)

	Per Cent
Fired, laid off	4
Temporary job	35
Insufficient pay	9
Lack of opportunity for promotion	0
Disliked job	4
Better job	0
Change of location	17
Marriage, maternity	26
Graduate school	4
Draft or enlistment	0
Total	99
N	23
NA on reason	34
White, male, or not unemployed	755
Total N	812

Unemployment since Graduation

Respondents were also asked if they had ever been unemployed since receiving their degrees. Table 3.19 shows that, unlike current unemployment, having ever been out of work is strongly related to college standing. The whites in the bottom half of their college class are nearly three times as likely as those in the top half to have been unable to find a job, and white women are more likely than white men to report unemployment, particularly those low on college standing. Over all, some 30 per cent of the whites had been unemployed at some time since graduation. Among the Negroes, however, the opposite is true. Those in the top half of their class are more likely to have been unemployed than those in the bottom half, although the differences are not large, particularly for the women. Negro men are more likely to have been unemployed than Negro women, particularly those high in college standing. The overall rate for Negroes is 27 per cent (not significantly different from the whites). For the Negro women, who appeared so disadvantaged with respect to current unemployment, the rate is slightly less.

TABLE 3.19

PER CENT OF GRADUATES EVER UNEMPLOYED, BY COLLEGE STANDING, RACE, AND SEX

College Standing	White		Negro	
	Men	Women	Men	Women
High	13 (38)	20 (79)	44 (50)	27 (158)
Low	39 (61)	52 (44)	29 (51)	21 (139)
All workers	29 (99)	31 (124)	37 (101)	24 (297)

N	621
NA on unemployment	16
Never applied for work	175
Total N	812

Length of Unemployment

On the other hand, of those reporting any unemployment the Negroes (and more particularly the Negro women), are clearly more prone to long periods of being out of work. Two-thirds of the Negro women and half the Negro men--compared with slightly over a third of the whites--have been unable to find work for two months or more. College standing seems not to matter for the whites, but those Negro men whose college standing was high are more likely than the men who were low to have been unemployed for two months or more, while the opposite is true of Negro women (Table 3.20).

TABLE 3.20

PER CENT OF GRADUATES EVER UNEMPLOYED WHO WERE OUT OF WORK MORE THAN EIGHT WEEKS, BY COLLEGE STANDING, RACE, AND SEX

College Standing	White		Negro	
	Men	Women	Men	Women
High	-[a] (5)	33 (15)	59 (22)	61 (41)
Low	42 (24)	35 (23)	40 (15)	75 (28)
All ever unemployed . .	38 (29)	34 (38)	51 (37)	67 (69)

N	173
NA on number of weeks	3
NA on unemployment	636
Total N	812

[a] Too few cases to percentage.

Unemployment and College Major

While characteristics of the first postgraduation job are completely useless in interpreting total unemployment because of timing problems (our data cannot disclose whether the difficulty in finding a job occurred before or after the first job), we can at least approach the nature of the job by looking at respondents' undergraduate majors (Table 3.21). Those white men who majored in education or business are less likely ever to have been unemployed than are those in other fields. But the white women who majored in education are about average for their group:

the "hard" sciences are the fields which have low unemployment rates for women, and the social sciences and humanities the fields with high rates. Undergraduate major does not affect unemployment rates for the Negro men at all. Among the Negro women, business and the "hard" sciences are high, education is average, and the social sciences and humanities are low in unemployment.

TABLE 3.21

PER CENT OF GRADUATES EVER UNEMPLOYED, BY COLLEGE MAJOR, RACE, AND SEX

College Major	White		Negro	
	Men	Women	Men	Women
Physical sciences, biological sciences, and related professions . .	39 (28)	14 (14)	31 (16)	31 (16)
Social sciences, social work, humanities . . .	40 (25)	38 (47)	-[a] (5)	14 (14)
Education	9 (11)	28 (58)	31 (61)	24 (244)
Business	0 (17)	- (0)	- (9)	50 (10)
Other	40 (15)	- (4)	- (7)	- (2)

N	603
NA on unemployment	32
NA on undergraduate major . . .	2
Never applied for work	175
Total N	812

[a] Too few cases to percentage.

Changing Jobs

Patterns of Job-changing

Further alteration in the employment situation of the 1964 graduates occurred through job changes. A majority of respondents from both sexes and both races who were working when they filled out the questionnaire said they were still at the same job they began with. But nearly two-thirds of the white women who were in the bottom half of their college class, and slightly over half of the Negro men who were in the top half of their class, said they had a different job now (Table 3.22). The general pattern of job-changing by college standing resembles that of total unemployment, except for white men, for whom college performance makes little difference. Among the whites, the women and those respondents in the bottom half of their class are more likely to change jobs and to have experienced unemployment. Among the Negroes, the men and those respondents in the top half of their class are more likely to change jobs and to have been unemployed.[3]

TABLE 3.22

PER CENT OF GRADUATES NOW AT A JOB DIFFERENT FROM FIRST JOB AFTER GRADUATION, BY COLLEGE STANDING, RACE, AND SEX

College Standing	White		Negro	
	Men	Women	Men	Women
High	22 (37)	33 (55)	55 (33)	23 (100)
Low	25 (48)	62 (34)	28 (39)	9 (97)
All current workers . .	24 (85)	43 (90)	40 (72)	16 (197)

N	444
NA on current status	36
Not working now	332
Total N	812

Location of First Job

Location of the first job has an effect on the rate of job-changing only for the white women: a third of those whose first job was in Louisiana, compared with half of those who began working elsewhere, have a different job now (Table 3.23). But considering only those who did change jobs (as we do in Table 3.24), it is apparent that there was a tendency to move out of the state. In-migration and out-migration are balanced among the white men, but there was a net loss to Louisiana of a sixth of the white women and almost a third of the Negroes of both sexes.

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[3] While it is not surprising that far more of the respondents who changed jobs than of those with the same job have been unemployed at some time, unemployment does not necessarily follow from changing jobs. (Among those with a different job now, the range in the proportion having ever been unemployed runs from 60 per cent of the white men to 48 per cent of the Negro women.) Thus the similarity cannot entirely be explained by this relationship.

TABLE 3.23

PER CENT OF GRADUATES NOW AT A JOB DIFFERENT FROM FIRST JOB AFTER GRADUATION, BY LOCATION OF FIRST JOB, RACE, AND SEX

Location	White		Negro	
	Men	Women	Men	Women
Louisiana	21 (53)	35 (52)	35 (35)	15 (101)
Other	27 (30)	51 (35)	33 (18)	15 (34)

N	358
NA on region	86
NA or not working now	368
Total N	812

TABLE 3.24

TURNOVER IN LOCATION OF JOBS (AMONG THOSE NOW AT DIFFERENT JOBS), BY RACE AND SEX

Location of First Job (by Race)	Men			Women		
	Location of Present Job			Location of Present Job		
	Louisiana (Per Cent)	Other (Per Cent)	Total (Per Cent)	Louisiana (Per Cent)	Other (Per Cent)	Total (Per Cent)
White:						
Louisiana	44	11	55	28	22	50
Other	11	33	44	6	44	50
Total	54	44	100 (18)	34	66	100 (36)
Negro:						
Louisiana	42	32	74	38	38	76
Other	0	26	26	6	19	25
Total	42	58	100 (19)	44	57	101 (16)

N	18
NA on location	31
Did not change	692
Total N	812

Hours and Permanence of First Job

Far more of those who said their first job was a full-time temporary position have changed jobs than of those who said it was permanent (so few of the original part-timers are still working that there are too few cases to percentage). About half of the Negro women who were full-time temporary employees have changed jobs, and almost all the others in this category have done so (Table 3.25). Looking in Table 3.26 only at those who changed, we see a net gain in full-time permanent jobs, primarily at the expense of full-time temporary jobs, for both races and both sexes. Less than half of each group except the white women had permanent jobs initially; now a majority of those who changed in each group are permanent employees.

TABLE 3.25

PER CENT OF GRADUATES NOW AT DIFFERENT JOB, BY HOURS AND PERMANENCE OF FIRST JOB, RACE, AND SEX

Hours and Permanence of First Job	White		Negro	
	Men	Women	Men	Women
Full time:				
Permanent	12 (69)	36 (71)	25 (53)	10 (152)
Temporary	85 (13)	100 (16)	91 (11)	47 (34)
Part time	-[a] (3)	- (3)	- (8)	- (8)

N	441
NA on hours	3
NA or not working now	368
Total N	812

[a] Too few cases to percentage.

Nature of the First Job

Among the whites, there appears to be no consistent relationship between the nature of their first postgraduation job and the rate at which they changed jobs (Table 3.27). None of the male schoolteachers and about 30 per cent of the remaining male whites change jobs. About 30 per cent

TABLE 3.26

TURNOVER IN HOURS AND PERMANENCE OF JOBS (AMONG THOSE NOW AT DIFFERENT JOB), BY RACE AND SEX

Hours and Permanence of First Job (by Race)	Men				Women			
	Hours and Permanence of Present Job				Hours and Permanence of Present Job			
	Full Time		Part Time	Total	Full Time		Part Time	Total
	Permanent (Per Cent)	Temporary (Per Cent)	(Per Cent)	(Per Cent)	Permanent (Per Cent)	Temporary (Per Cent)	(Per Cent)	(Per Cent)
White:								
Full time								
Permanent	40	0	0	40	46	5	5	56
Temporary	35	10	10	55	21	13	8	42
Part time	5	0	0	5	3	0	0	3
Total . .	80	10	10	$100_{(20)}$	70	18	13	$101_{(39)}$
Negro:								
Full time								
Permanent	44	0	4	48	30	7	0	37
Temporary	22	11	0	33	33	22	4	59
Part time	15	0	4	19	0	0	4	4
Total . .	81	11	8	$100_{(27)}$	63	29	8	$100_{(27)}$

N	113
NA on hours and permanence	7
Did not change	692
Total N	812

TABLE 3.27

PER CENT OF GRADUATES NOW AT DIFFERENT JOB, BY TYPE OF FIRST OCCUPATION, RACE, AND SEX

Type of First Occupation	White		Negro	
	Men	Women	Men	Women
Schoolteacher	0 (14)	33 (36)	25 (36)	9 (149)
Other professional . . .	28 (48)	30 (33)	44 (16)	29 (21)
Other	29 (28)	81 (21)	68 (19)	50 (22)

N	438
NA on occupation	6
NA or not working now	368
Total N	812

of the white women in all the professions and 80 per cent of those in other occupations do so. Among the Negroes, however, both sexes are least likely to change jobs if their first job was teaching school; they are next most likely to change if in the other professions; most likely to change if in the "other" category. Looking at Table 3.28, which considers those who change, we see that the white men show a net loss of a fourth from professions other than teaching school, which is taken up by "other" occupations (no schoolteachers changed). In the remaining three groups, however, the other professions show a net gain primarily at the expense of schoolteaching. In fact, while schoolteachers are least likely to change jobs, when they do all of them change occupations, and none of those in the other professions or other occupations go into schoolteaching. Furthermore, in spite of the compression of the amount of changing which is an artifact of grouping occupations in two out of the three categories, it is only among the white males that a majority stays within categories. In the other three groups, and especially among the Negroes, a majority of those who change jobs change occupations also.

TABLE 3.28

TURNOVER IN TYPES OF OCCUPATION (AMONG THOSE NOW AT DIFFERENT JOB), BY RACE AND SEX

Type of First Occupation (by Race)	Men				Women			
	Type of Present Occupation				Type of Present Occupation			
	School-teacher (Per Cent)	Other Profes-sional (Per Cent)	Other (Per Cent)	Total (Per Cent)	School-teacher (Per Cent)	Other Profes-sional (Per Cent)	Other (Per Cent)	Total (Per Cent)
White:								
Schoolteacher	0	0	0	0	0	28	3	31
Other professional . . .	0	25	35	60	0	21	5	26
Other	0	10	30	40	0	18	26	44
Total . . .	0	35	65	100 (20)	0	67	34	101 (39)
Negro:								
Schoolteacher	0	14	17	31	0	27	12	39
Other professional . . .	0	7	17	24	0	23	0	23
Other	0	31	14	45	0	27	12	39
Total . . .	0	52	48	100 (29)	0	77	24	101 (26)

N	114
NA on occupation	6
Change	692
Total N	812

Salary on the First Job

Those white men earning $4,000 or more a year at the first job are more likely to change jobs than are those earning less, and so few of the latter changed jobs that only a slight net gain in the salary of those who changed was possible. White women, on the other hand, were more likely to change jobs if they were in the low salary category, but those who changed showed a net loss in the high salary group of 18 per cent. For the Negro men, there was no relationship between salary and changing jobs but those who did change showed a net gain in the high salary category of 43 per cent. Among the Negro women, those who were earning $4,000 a year or more were more likely to change jobs than those earning less, and there was no net gain in the salaries of the Negro women who changed (Tables 3.29 and 3.30).

TABLE 3.29

PER CENT OF GRADUATES NOW AT DIFFERENT JOB, BY STARTING SALARY OF FIRST JOB, RACE, AND SEX

Starting Salary of First Job	White		Negro	
	Men	Women	Men	Women
Less than $4,000 . .	19 (16)	48 (54)	41 (44)	12 (30)
$4,000 or more . . .	27 (64)	36 (36)	38 (24)	25 (60)

N	428
NA on salary	16
NA or not working now	368
Total N	812

TABLE 3.30

TURNOVER IN STARTING SALARY OF JOBS (AMONG THOSE NOW AT DIFFERENT JOB), BY RACE AND SEX

Final Salary of First Job (by Race)	Men			Women		
	Starting Salary of Present Job			Starting Salary of Present Job		
	Less Than $4,000 (Per Cent)	$4,000 or More (Per Cent)	Total (Per Cent)	Less Than $4,000 (Per Cent)	$4,000 or More (Per Cent)	Total (Per Cent)
White:						
Less than $4,000 . .	6	6	12	28	10	38
$4,000 or more . . .	0	88	88	28	33	61
Total	6	94	100 (17)	56	43	61 (39)
Negro:						
Less than $4,000 . .	26	43	69	23	18	41
$4,000 or more . . .	0	30	30	18	41	59
Total	26	73	99 (23)	41	59	100 (22)

N	101
NA on salary	19
Did not change	692
Total	812

Tenure of First Job

Negroes who changed jobs generally did so sooner than whites, and within each race, men changed sooner than women. A majority of the Negroes who changed spent six months or less at their first jobs before leaving, whereas a majority of the whites stayed for seven months to a year before leaving. Less than a tenth of those of either race or sex who changed jobs stayed for more than a year before changing (Table 3.31).

TABLE 3.31

NUMBER OF MONTHS AT FIRST JOB (AMONG GRADUATES NOW AT DIFFERENT JOB), BY RACE AND SEX

Number of Months at First Job	White		Negro	
	Men (Per Cent)	Women (Per Cent)	Men (Per Cent)	Women (Per Cent)
1 - 6	37	28	69	58
7 - 12	58	69	24	42
13 or more . . .	5	3	7	0
Total . . .	100	100	100	100
N	19	39	29	31

N	118
NA on months	2
Did not change	692
Total	812

Reason for Leaving First Job

Only 6 per cent of the white men and 7 per cent of the Negro men who changed jobs were fired or laid off their first jobs, and none of the women were. About an eighth of the whites and a fourth of the Negroes said it was a temporary job anyway. Nearly half the white women and a fifth of all others gave non-job-related reasons (marriage, graduate school, military service, etc.) for leaving their first jobs. About three-fifths of the white men and two-fifths of the white women who changed jobs left because of aspects of the first job that they did not like or of the new job that they did like. About half of the Negroes of both sexes left for these reasons. Among those who left for job-related reasons, Negro men were more likely than were the others to cite insufficient pay, and white men were more likely to complain of lack of opportunity for promotion (Table 3.32).

TABLE 3.32

REASON FOR LEAVING FIRST JOB (AMONG GRADUATES NOW AT DIFFERENT JOB), BY RACE AND SEX

Reason for Leaving First Job	White		Negro	
	Men (Per Cent)	Women (Per Cent)	Men (Per Cent)	Women (Per Cent)
Fired, laid off	6	0	7	0
Temporary job	11	13	19	30
Insufficient pay	0	3	19	4
Lack of opportunity for promotion	11	0	0	0
Disliked job	6	8	0	4
Better job	44	32	33	41
Change of location . . .	0	37	11	4
Marriage, maternity . .	0	5	0	11
Graduate school	17	3	0	7
Draft or enlistment . .	6	0	11	0
Total	101	101	100	101
N	18	38	27	27

N	110
NA on reason left	10
Did not change	692
Total	812

Summary: The White Men

Loss to the Labor Force

Of the white men who had a job after graduating from college, 13 per cent have since left the labor force. This was more likely to have occurred if their first job was outside Louisiana rather than inside, if the job was full-time temporary rather than full-time permanent, if the job was nonprofessional (or to a smaller degree other professional) rather than teaching school, and if the salary was less than $4,000 a year. Of those who left the labor force, 40 per cent had been at their first jobs for six months or less when they left. About a third left to go to graduate school, and another third said it was a temporary job anyway--which may have meant the same thing, since nearly two-thirds of this small group went to graduate school at some time after leaving college.

Unemployment

Only 3 per cent are currently unemployed, but 29 per cent have been unemployed at some time since leaving college, especially those who majored in subjects other than education or business. About two-fifths of those reporting any unemployment were out of work for a total of more than eight weeks.

Job-changing

Of those white men who were still working at the time they filled out the questionnaire, about a fourth had changed jobs. There was little relation between the location of the first job and job-changing, nor was there any net shift in location among those who changed. Those with full-time temporary jobs were more likely to change than those with full-time permanent jobs. Among those who changed, about 40 per cent changed into permanent positions, primarily from temporary jobs; none of the permanent workers who changed became temporary workers. None of those whose first job was schoolteaching changed jobs. Among those who did change, there was a net loss of other professionals and a corresponding gain in nonprofessional jobs. Those with high salaries were more likely to change jobs than those with low salaries, but such a great proportion had high salaries on their first jobs that there was only room for a slight net gain in high salaries. Nearly two-thirds of those who changed jobs stayed for more than six months at their first jobs before leaving. About 60 per cent gave job-related reasons for leaving their first jobs (about a third made specific criticisms of the old job; two-thirds simply said the new job was "better"), and a fourth left to go to graduate school or into the armed forces.

The White Women

Loss to the Labor Force

About a fifth of the white women who worked at some time after graduating from college are no longer in the labor force. They are more likely to have left if their first job was inside Louisiana rather than outside, if it was full-time permanent work rather than full-time temporary, if it was professional rather than nonprofessional, and if the salary was less than $4,000 a year. As many as 85 per cent had been working at this job for more than six months when they quit. They most commonly gave marriage-related reasons for leaving the job, and, in fact, nearly nine-tenths were married. Few of those who left went to graduate school.

Unemployment

Of those still in the labor force, 9 per cent are currently unemployed. About a third have been unemployed at some time since graduation, and among those who have ever been unemployed, about a third have been out of work for a total of more than eight weeks. Unemployment is most common among those who majored in the social sciences and humanities, is lowest in the "hard" sciences, and is average for those in education.

Job-changing

Of the white women who are still working 43 per cent have changed jobs. Nearly twice as many of them were in the bottom half of their class as in the top half. Those whose first job was not in Louisiana were more likely to change jobs than those who were working in Louisiana, and among those who did change, there was a net out-migration of 16 per cent. Those whose first job was a full-time temporary position were more likely to change than those who first held a full-time permanent job. Among those who did change, there was a small net gain both for full-time and part-time permanent jobs, at the expense of full-time temporary jobs. Those whose first job was in the professions were less likely to change jobs than those in other occupations, but among those who did change there is a net gain to other professions of 41 per cent, primarily from schoolteaching. Those whose salaries were low were more likely to change jobs than those whose salaries were high, but nearly half of the high-salaried persons who changed moved into jobs with lower pay. Nearly three-fourths of those who changed jobs spent more than six months at their first jobs before leaving. About 40 per cent changed jobs for job-related reasons, 45 per cent for marriage-related reasons.

The Negro Men

Loss to the Labor Force

Of the Negro men who have been employed since graduating from college, 13 per cent have left the labor force--more of those in the top half of their college class than of those in the bottom half. They were more likely to have left if their first jobs were part-time rather than full-time work. The factors of location, occupation, and salary have a negligible effect on the rate of their leaving the labor force. Three-fourths of those who have left quit their first job after six months or less. Of those who do leave, approximately a third have gone to graduate school at some time since leaving college, and five out of the six men who gave a reason for leaving their first job said it was to enter military service.

Unemployment

About a tenth of the Negro men who are still in the labor force are currently unemployed, and slightly over a third have been unemployed at some time since graduating from college. More of those who were in the top half of their college class have been unemployed than of those in the bottom half. About half of those who had ever been out of work were unemployed for a total of more than eight weeks, and long-term unemployment--like any unemployment--is more common among those high on college standing than it is among those low. Undergraduate major has no effect on unemployment rates.

Job-changing

Of those who were still working at the time they filled out the questionnaire, 40 per cent had changed jobs. Those in the top half of their college class were more likely to have a new job now than were those in the bottom half. Those whose first job was in Louisiana were no more likely to change jobs than those whose first job was elsewhere, but there was a net out-migration from Louisiana consisting of about a third of those who did change jobs. Those whose first jobs were full-time temporary rather than full-time permanent positions were much more likely to have changed jobs, and there was a net gain in full-time permanent jobs of approximately a third among those who changed. Schoolteachers were less likely to change jobs than those in other professions, who were in turn less likely to change than persons in other occupations. But among those who did change there was a net loss of about a third of the schoolteachers and a net gain in other professions. There was no relationship between salary and job-changing, but about two-thirds of those in the low salary group who changed jobs found a new job which paid more. About two-thirds of those who changed jobs did so after six months or less at their first jobs. About half of those who changed employment gave job-related reasons for leaving their first job after graduation.

The Negro Women

Loss to the Labor Force

A tenth of the Negro women who were employed after graduation have since left the labor force. More of those whose first job was part time have left than of those who were working full time, and among the full-time workers there is no difference between those who said the job was permanent and those who said it was temporary. Location, occupation, and salary have no effect on their rate of leaving the labor force. About two-fifths left their first job after six month or less. Of those who have left the labor force, 18 per cent have gone to graduate school at some time since leaving college, and 43 per cent are married.

Unemployment

About a fifth of the Negro women who are still in the labor force are currently unemployed. There is more unemployment among those whose first job was part-time or was full-time temporary than of those whose first job was full-time permanent, more among the schoolteachers than those in other professions or other occupations, and more among the low-salaried than the high-salaried. About two-thirds had worked at their first job for more than six months before leaving it; those high on college standing had more often worked that long than had those of low standing. Only one person of those currently unemployed was fired or laid off from her first postgraduation job. About a third said their first job was temporary, and nearly half left it for non-job-related reasons.

Almost a fourth of those who have worked at all since leaving college have been unemployed at some time during this interval. Two-thirds of those who have ever been unemployed have been out of work for a total of more than eight weeks. More of those who were in the bottom half of their college class than of those in the top half have been out of work that long or longer. Negro women who majored in the "hard" sciences and in business are more likely to have experienced unemployment than are those who majored in other fields.

Job-changing

About a sixth of those who were still working at the time they filled out the questionnaire had changed jobs, and more of those in the top half of their college class had changed than had those in the bottom half. Location of the first job after graduating had no effect on the rate of changing jobs, but there was a net out-migration from Louisiana of about a third of those who changed. Nearly five times as many of the Negro women whose first job was temporary rather than full-time permanent changed, and among those who did change, the full-time permanent workers showed a net gain of about a fourth from full-time temporary work. Those whose first job was teaching school were less likely to change than were persons in other professions (and the latter were less likely to change than were those in other occupations), but all the schoolteachers who changed jobs left teaching primarily for other professions. About two-thirds of the nonprofessional workers changed into professions other than teaching, so over all this category had a net gain of about half of all those changing jobs. Persons earning $4,000 a year or over were more likely to change jobs than were those earning less, but there was no net difference in salary among those who changed. Nearly three-fifths of those who changed jobs spent six months or less at their first jobs before leaving. About half left their first jobs for job-related reasons, and another third said it was a temporary job anyway.

CHAPTER IV

THE CURRENT JOB

In this chapter we focus primarily on the characteristics of the job held at the time the questionnaires were filled out, and on the differences between these characteristics and those of the first job held after graduation.

Current Job-holding

Who Is Currently Employed?

In spite of the changes in the labor force which we discussed in the last chapter, the original relationship between college standing, sex, and working is essentially unchanged. Among the whites, more women than men and more graduates in the bottom half of their class than those in the top half are likely to be currently employed. Among the Negroes, those men who are high on college standing are slightly less likely to be working than are those low, but college standing makes no difference for the women, and there is no difference between the sexes (Table 4.1; cf. Table 2.1).

TABLE 4.1

PER CENT OF GRADUATES CURRENTLY EMPLOYED, BY COLLEGE STANDING, RACE, AND SEX

College Standing	White		Negro	
	Men	Women	Men	Women
High	42 (89)	52 (106)	60 (58)	63 (166)
Low	50 (98)	68 (50)	68 (57)	68 (149)
All respondents . .	46 (188)	57 (157)	64 (115)	65 (315)

N 775
NA on current employment . 36
Total N 812

Number of Current Jobs

Some few of those who are working now have more than one job, but having more than one job seems unrelated to race, sex, or college standing (Table 4.2). For those who have more than one job, we have limited our discussion in subsequent tables in this chapter to the job at which they spend the most time.

TABLE 4.2

PER CENT OF WORKERS CURRENTLY HOLDING MORE THAN ONE JOB, BY COLLEGE STANDING, RACE, AND SEX

College Standing	White		Negro	
	Men	Women	Men	Women
High	11 (37)	13 (55)	9 (35)	6 (104)
Low	18 (49)	0 (34)	5 (39)	2 (102)
All workers .	15 (86)	8 (90)	7 (74)	4 (206)

N	456
Not currently employed .	356
Total N	812

Location of Current Job

Among the whites, only the women now frequently work in a location different from the location of their first postgraduation job. Women who were in the bottom half of their class are now considerably less likely to work in Louisiana than are those in the top half. Conversely, there is an increase in the proportion of white women low on college standing who work in other states in the same census region and in other southern states, but there is no increase for the nonsouthern states. Among the white men, those in the bottom half of their class are much more likely to be working in Louisiana than are those in the top half, and the proportions are about the same as in the first job. For the Negroes, on the other hand, men and women who were in the top half of their class have moved out of Louisiana in about equal proportions, although those who have moved away are not concentrated in any particular location. While the Negro women high on college standing were more likely than the women who were low to hold their first job in Louisiana, there is no longer any difference between them (Tables 4.3 and 4.4; cf. Tables 2.5 and 2.6).

TABLE 4.3

LOCATION OF WHITE GRADUATES' PRESENT JOBS, BY SEX AND COLLEGE STANDING

Location	Men		Women	
	College Standing		College Standing	
	High (Per Cent)	Low (Per Cent)	High (Per Cent)	Low (Per Cent)
Louisiana	43	78	62	35
Other West South Central	34	6	7	21
Other South	6	4	13	26
Other	17	12	18	18
Total	100	100	100	100
N	35	49	55	34

N	173
NA on location	2
NA on college standing .	1
Not currently employed .	174
Total N	350

TABLE 4.4

LOCATION OF NEGRO GRADUATES' PRESENT JOBS, BY SEX AND COLLEGE STANDING

Location	Men		Women	
	College Standing		College Standing	
	High (Per Cent)	Low (Per Cent)	High (Per Cent)	Low (Per Cent)
Louisiana	54	59	72	72
Other West South Central	8	7	3	8
Other South	8	7	12	6
Other	30	27	13	14
Total	100	100	100	100
N	26	29	64	71

N	190
NA on location	90
Not currently employed .	182
Total N	462

Method of Finding Job

The manner by which the graduates found their current jobs is essentially the same as for their first jobs, except that the low-ability women were less likely to have been referred by a friend or relative or contacted by their future employer and more likely to have been referred by a private employment office (Table 4.5 and 4.6; cf. Tables 2.7 and 2.8).

TABLE 4.5

WHITE GRADUATES' MEANS OF OBTAINING PRESENT JOB, BY SEX AND COLLEGE STANDING

Means of Obtaining Job	Men		Women	
	College Standing		College Standing	
	High (Per Cent)	Low (Per Cent)	High (Per Cent)	Low (Per Cent)
Referred by friend or relative	9	35	4	9
Contacted by employer	36	18	38	21
Referred by school . .	9	10	16	12
Referred by state employment office .	0	10	4	0
Newspaper advertisement	0	2	2	6
Referred by private employment office .	3	14	11	38
Other	42	10	25	15
Total	99	99	100	101
N	33	49	55	34

N	171
NA on means of obtaining . . .	4
NA on college standing	1
Not currently employed	174
Total N	350

TABLE 4.6

NEGRO GRADUATES' MEANS OF OBTAINING PRESENT JOB, BY SEX AND COLLEGE STANDING

Means of Obtaining Job	Men		Women	
	College Standing		College Standing	
	High (Per Cent)	Low (Per Cent)	High (Per Cent)	Low (Per Cent)
Referred by friend or relative	23	24	15	24
Contacted by employer	20	32	45	50
Referred by school . .	17	19	17	9
Referred by state employment office .	6	0	2	1
Newspaper advertisement	6	3	1	2
Referred by private employment office .	3	3	1	2
Other	26	19	18	12
Total	101	100	99	100
N	35	37	99	99

N	270
NA on means of obtaining job	10
Not currently employed . . .	182
Total N	462

Characteristics of the Current Job

Segregation in Job Environment

About 60 per cent of the Negroes and nearly all the whites were hired for their present job by whites, as was the case for their first job (Table 4.7; cf. Table 2.9). Almost all the whites have jobs at which a majority of the people doing similar work are white, and about three-fifths of the Negro men and three-fourths of the Negro women are employed in places where a majority of those doing similar work were Negroes, as was also the case for their first jobs (Table 4.8; cf. Table 2.10).

TABLE 4.7

RACE OF PERSON HIRING FOR CURRENT JOB, BY RESPONDENTS' RACE AND SEX

Race of Person Hiring	White		Negro	
	Men (Per Cent)	Women (Per Cent)	Men (Per Cent)	Women (Per Cent)
White	99	99	60	59
Negro	0	0	38	33
Other	1	1	0	0
Don't know	0	0	3	8
Total	100	100	101	100
N	81	90	72	202

N	445
NA on person hiring	11
Not currently employed	356
Total N	812

TABLE 4.8

PREDOMINANT RACE OF JOB PEERS AT CURRENT JOB, BY RESPONDENTS' RACE AND SEX

Predominant Race of Job Peers	White		Negro	
	Men (Per Cent)	Women (Per Cent)	Men (Per Cent)	Women (Per Cent)
White	98	98	38	21
Negro	1	0	57	75
Other	1	1	0	-[a]
Don't know	0	1	6	3
Total	100	100	101	99
N	81	86	72	201

N	440
NA on race of peers	16
Not currently employed	356
Total N	812

[a] Too few cases to percentage.

Current Job as "Permanent"

Except for those white women high on college standing (who in their first employment were the white group holding the highest proportion of full-time permanent jobs), there has been an increase across the board in the proportion of graduates with full-time permanent jobs. In current employment, white men tend to be more likely to have full-time permanent jobs than do white women, particularly men who were in the bottom half of their college class, whereas in the first job, college standing made more difference than sex, those high in standing being more likely to have a full-time permanent job than those who were low (Table 4.9; cf. Table 2.12). There was also an increase across the board in the proportion of Negroes holding full-time permanent jobs. But originally the Negroes who were low on college standing were more likely to have a full-time permanent job than were those who were high, and there was little sex difference, whereas now almost all the low-ranking men and about 80 per cent of the three other groups do (Table 4.10; cf. Table 2.13).

TABLE 4.9

HOURS AND PERMANENCE OF WHITE GRADUATES' CURRENT JOBS, BY SEX AND COLLEGE STANDING

Hours and Permanence	Men		Women	
	College Standing		College Standing	
	High (Per Cent)	Low (Per Cent)	High (Per Cent)	Low (Per Cent)
Full time:				
Permanent . . .	89	92	85	82
Temporary . . .	5	4	5	12
Part time	5	4	9	6
Total	99	100	99	100
N	37	49	55	34

N	175
NA on hours and permanence . .	0
NA on college standing	1
Not currently employed	174
Total N	350

TABLE 4.10

HOURS AND PERMANENCE OF NEGRO GRADUATES' CURRENT JOBS, BY SEX AND COLLEGE STANDING

Hours and Permanence	Men		Women	
	College Standing		College Standing	
	High (Per Cent)	Low (Per Cent)	High (Per Cent)	Low (Per Cent)
Full time:				
Permanent . .	80	97	82	83
Temporary . .	9	3	13	14
Part time	11	0	5	3
Total . . .	100	100	100	100
N	35	37	100	100

N	272
NA on hours and permanence	8
Not currently employed	182
Total N	462

Type of Job

The largest difference in occupational type between the first postgraduation job and the current job is in the proportion teaching school. Every group except the white men (of whom relatively few were initially schoolteachers) shows a smaller proportion of schoolteachers now.[1] Corresponding gains occur primarily in the other professions: the initial tendency for white women in the top half of their college class to enter professions other than teaching more frequently than did those in the bottom half of their class has been eradicated by the various changes in the labor force which we discussed in the last chapter--there is currently no relationship between college standing and occupation for this group.

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[1] Apparently this trend will not continue. Most respondents who started their careers by teaching school but did not want to continue as schoolteachers seem to have already changed occupations or stopped working, since all the whites and almost all the Negroes who are now teaching school indicated that they plan to teach next year as well (Table 4.13).

Among the Negro men, the initial difference in the percentage going into schoolteaching in favor of those low in college standing has been maintained, in spite of losses to that profession from both college-standing groups. The initially small difference in the percentage going into other professions in favor of those high on college standing has been strengthened. Among Negro women, the losses to schoolteaching have slightly increased an initially small difference in favor of those low on college standing. Over all, the net effect of all these changes is to reduce the difference in occupations between white and Negro men and increase that difference between white and Negro women (Tables 4.11 and 4.12; cf. Tables 2.14 and 2.15).

TABLE 4.11

CURRENT OCCUPATION OF WHITE GRADUATES,
BY SEX AND COLLEGE STANDING

Current Occupation	Men		Women	
	College Standing		College Standing	
	High (Per Cent)	Low (Per Cent)	High (Per Cent)	Low (Per Cent)
Schoolteacher . . .	5	25	29	24
Other professional .	68	29	56	50
Manager, proprietor	0	18	5	6
Clerical	22	12	9	18
Sales	3	12	0	0
Other	3	4	0	3
Total	101	100	99	101
N	37	49	55	34

N	175
NA on occupation	0
NA on college standing	1
Not working now	174
Total N	350

TABLE 4.12

CURRENT OCCUPATION OF NEGRO GRADUATES, BY SEX AND COLLEGE STANDING

Current Occupation	Men		Women	
	College Standing		College Standing	
	High (Per Cent)	Low (Per Cent)	High (Per Cent)	Low (Per Cent)
Schoolteacher	31	44	68	77
Other professional . .	43	26	21	17
Manager, proprietor .	14	0	2	0
Clerical	9	8	6	6
Sales	0	5	0	0
Other	3	16	3	0
Total	100	99	100	100
N	35	38	100	99

N	272
NA on occupation	8
NA on college standing	0
Not working now	182
Total N	462

TABLE 4.13

PER CENT OF THOSE CURRENTLY TEACHING SCHOOL WHO PLAN TO TEACH NEXT YEAR, BY RACE AND SEX

Sex	White	Negro
Men	100 (14)	96 (27)
Women	100 (24)	96 (136)

N	201
NA on teaching	9
Not a teacher now . . .	602
Total N	812

Undergraduate Major and Type of Occupation

When we compare the academic origins of those currently employed with their present occupation (Tables 4.14 and 4.15; cf. Tables 2.16 and 2.17), we see that the net effect of all the occupational changes seems to be a decreased relationship between training and occupation for the Negroes. Education majors are increasingly entering professions other than teaching, although almost all Negro schoolteachers are still persons with degrees in education. Whites show no appreciable change in this regard.

TABLE 4.14

ACADEMIC ORIGIN (COLLEGE MAJOR) OF WHITE EMPLOYEES, BY SEX AND CURRENT OCCUPATION

College Major	Men			Women		
	Current Occupation			Current Occupation		
	School-teacher (Per Cent)	Other Professional (Per Cent)	Other (Per Cent)	School-teacher (Per Cent)	Other Professional (Per Cent)	Other (Per Cent)
Arts, sciences, related professions	36	57	56	50	51	71
Education . . .	64	6	0	50	45	24
Business	0	23	25	0	0	0
Other	0	14	19	0	4	6
Total . .	100	100	100	100	100	101
N	14	35	32	24	49	17

N	171
NA on occupation	0
NA on undergraduate major	5
Not working now	174
Total N	350

TABLE 4.15

ACADEMIC ORIGIN (COLLEGE MAJOR) OF NEGRO EMPLOYEES, BY SEX AND CURRENT OCCUPATION

College Major	Men			Women		
	Current Occupation			Current Occupation		
	Schoolteacher (Per Cent)	Other Professional (Per Cent)	Other (Per Cent)	Schoolteacher (Per Cent)	Other Professional (Per Cent)	Other (Per Cent)
Arts, sciences, related professions	0	36	30	3	38	18
Education	96	48	25	97	59	53
Business	0	8	25	0	0	29
Other	4	8	20	0	3	0
Total . . .	100	100	100	100	100	100
N	28	25	20	144	39	17

N	273
NA on occupation	7
NA on undergraduate major	0
Not working now	182
Total N	462

Current Salary

In general, more persons of both races and sexes with a full-time permanent job are earning $4,000 a year or more in their current jobs than were earning that much in their first jobs, regardless of what the job is. The only exception is the nonprofessional Negro, among whom there is a small decrease. The initially higher salary level of white men compared to white women still exists for each occupation, but the difference has decreased in magnitude. There is no marked sex difference in the salaries of Negroes in teaching and in other professions, but Negro men in other occupations are more likely to be earning $4,000 a year or more than are Negro women, which was also the case for the starting salary of their first postgraduation job. About twice as many Negro schoolteachers of both sexes are now earning $4,000 or more as were initially, but the whites (and especially the white women) have improved their situation far more. As a result, although initially white women and all Negroes teaching school were at about the same salary level, and were poorly paid relative to the white men, there is now a race difference in favor of the whites. The initial disadvantage of the white women (compared with white men and Negroes of both sexes) in other professions,[2] however, still exists, although to a smaller extent (Table 4.16; cf. Tables 2.18-2.21). Changing the salary cut to $5,000 a year (Table 4.17) merely makes the total current allocation of high salaries more like the initial distribution.

TABLE 4.16

PER CENT OF THOSE IN FULL-TIME PERMANENT JOBS WHO CURRENTLY EARN $4,000 OR MORE, BY OCCUPATION, RACE, AND SEX

Current Occupation	White				Negro			
	Men		Women		Men		Women	
Schoolteacher . . .	100	(14)	75	(20)	44	(27)	45	(118)
Other professional .	100	(32)	69	(36)	89	(18)	85	(26)
Other	96	(26)	56	(16)	77	(13)	45	(11)
All full-time permanent . .	99	(72)	68	(72)	66	(59)	52	(158)

N	361
NA on current salary	22
Not full-time permanent . .	429
Total N	812

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[2] Since the classification "other professions" and "other" are quite heterogeneous, it is possible that the low salary position of white women is a function of a distinctive pattern of specific professions. Properly speaking, the only classification in which we should expect relatively similar pay scales is that of schoolteacher.

TABLE 4.17

PER CENT OF THOSE IN FULL-TIME PERMANENT JOBS WHO CURRENTLY EARN $5,000 OR MORE, BY OCCUPATION, RACE, AND SEX

Current Occupation	White		Negro	
	Men	Women	Men	Women
Schoolteacher . . .	36 (14)	10 (20)	4 (27)	7 (118)
Other professional .	97 (32)	14 (36)	67 (18)	58 (26)
Other	58 (26)	31 (16)	54 (13)	27 (11)
All full-time permanent . .	71 (72)	17 (72)	36 (59)	17 (158)

N	361
NA on current salary	22
Not full-time permanent . . .	429
Total N	812

As was true of the first postgraduation job, college standing has no effect on salary levels for different occupations among the white men and Negro women. The advantage of those high on college standing among the white women and Negro men still exists, and the white women's advantage has even increased, compared to the starting salary of their first job. Thus, while the sex difference in the salaries of whites was initially stronger than the college-standing difference, there is no longer any great variation in salary between white women of high college standing and all white men; it is only the white women of low college standing who are relatively poorly paid. Among the Negroes, the original strong advantage of the high-standing men over all others still holds to about the same degree, in spite of the fact that more members of all groups are now earning $4,000 or more a year (Tables 4.18 and 4.19; cf. Tables 2.18-2.21).

TABLE 4.18

PER CENT OF WHITES IN FULL-TIME PERMANENT JOBS WHO CURRENTLY EARN $4,000 OR MORE, BY CURRENT OCCUPATION, SEX, AND COLLEGE STANDING

Current Occupation	Men		Women	
	College Standing		College Standing	
	High	Low	High	Low
Schoolteacher . . .	-[a] (2)	100 (12)	92 (12)	- (8)
Other professional .	100 (18)	100 (14)	88 (24)	36 (11)
Other	- (8)	100 (18)	- (7)	- (9)
All full-time permanent . .	96 (28)	100 (44)	88 (43)	46 (28)

N	143
NA on current salary	10
NA on college standing . . .	1
Not full-time permanent . .	196
Total N	350

[a] Too few cases to percentage.

TABLE 4.19

PER CENT OF NEGROES IN FULL-TIME PERMANENT JOBS WHO CURRENTLY EARN $4,000 OR MORE, BY CURRENT OCCUPATION, SEX, AND COLLEGE STANDING

Current Occupation	Men		Women	
	College Standing		College Standing	
	High	Low	High	Low
Schoolteacher . . .	50 (10)	41 (17)	47 (57)	43 (61)
Other professional	90 (10)	-[a] (8)	85 (13)	85 (13)
Other	- (6)	- (7)	- (7)	- (4)
All full-time permanent . .	73 (26)	55 (33)	54 (79)	49 (79)

N	217
NA on current salary	12
Not full-time permanent . . .	233
Total N	462

[a] Too few cases to percentage.

The location difference in salaries which existed for the first postgraduation job is still there, although it is not as strong among the whites as it was. Among the Negroes of both sexes, nearly twice as many of those working outside Louisiana are earning $4,000 a year or more; in fact, the location difference is much stronger for Negroes than the sex difference, although both factors do make a difference in salary. Among the whites, the sex difference is now much greater than the location difference. While in general there is a slight tendency for workers in Louisiana to be relatively underpaid, those peculiar "other professional" women are now doing better in Louisiana than elsewhere, and men are both slightly more likely than women to be working in Louisiana and more likely than women to be earning $4,000 a year or over (Tables 4.20-4.22; cf. Table 4.21).

TABLE 4.20

PER CENT OF WHITES IN FULL-TIME PERMANENT JOBS WHO CURRENTLY EARN $4,000 OR MORE, BY CURRENT OCCUPATION, SEX, AND LOCATION OF PRESENT JOB

Current Occupation	Men		Women	
	Location of Present Job		Location of Present Job	
	Louisiana	Other	Louisiana	Other
Schoolteacher . . .	-[a] (9)	- (5)	50 (10)	100 (10)
Other professional .	100 (14)	100 (18)	75 (20)	67 (15)
Other	81 (21)	- (5)	- (8)	- (8)
All full-time permanent . .	91 (44)	100 (28)	66 (38)	73 (33)

N	143
NA on current salary	9
NA on location	2
Not full-time permanent . . .	196
Total N	350

[a] Too few cases to percentage.

TABLE 4.21

PER CENT OF NEGROES IN FULL-TIME PERMANENT JOBS WHO CURRENTLY EARN $4,000 OR MORE, BY CURRENT OCCUPATION, SEX, AND LOCATION OF PRESENT JOB

Current Occupation	Men		Women	
	Location of Present Job		Location of Present Job	
	Louisiana	Other	Louisiana	Other
Schoolteacher . . .	41 (17)	-[a] (3)	37 (70)	62 (16)
Other professional .	- (8)	100 (10)	- (7)	100 (10)
Other	- (4)	- (4)	- (5)	- (3)
All full-time permanent . .	55 (29)	94 (18)	39 (83)	79 (29)

N	159
NA on current salary . . .	6
NA on location	64
Not full-time permanent . .	233
Total N	462

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[a] Too few cases to percentage.

TABLE 4.22

PER CENT OF THOSE IN FULL-TIME PERMANENT JOBS WHO CURRENTLY WORK IN LOUISIANA, BY CURRENT OCCUPATION, RACE, AND SEX

Current Occupation	White		Negro	
	Men	Women	Men	Women
Schoolteacher . . .	64 (14)	58 (24)	85 (20)	82 (88)
Other professional .	51 (37)	57 (35)	44 (18)	39 (18)
Other	81 (27)	50 (16)	50 (10)	-[a] (9)
All full-time permanent . .	64 (78)	56 (75)	61 (49)	74 (116)

N	318
NA on location	65
Not full-time permanent . .	429
Total N	812

---

[a] Too few cases to percentage.

Job Tenure

In the last chapter we showed that there was a relationship, among persons who changed jobs, between the length of time which they spent at their first job and their race and sex. As one might expect from that relationship, whites who are still working at their first jobs have generally spent more time there than have Negroes who are still at their first jobs, and that white women have spent more time than have white men. Negroes who have changed jobs have generally spent more time at their current jobs than have whites who changed, and among the whites, men have spent more time than women. In fact, the only surprising thing about Tables 4.23 and 4.24 is the absence of a difference between the Negro men and women which would be comparable to the difference between the white men and women.

TABLE 4.23

NUMBER OF MONTHS WHITES HAVE WORKED AT PRESENT JOB, BY JOB-CHANGING AND SEX

Number of Months at Present Job	Same Job		Different Job	
	Men (Per Cent)	Women (Per Cent)	Men (Per Cent)	Women (Per Cent)
1 - 6	25	9	58	79
7 - 12	11	21	37	18
13 or more	64	70	5	3
Total . . .	100	100	100	100
N	53	43	19	38

N	153
NA on number of months	23
NA or not working now	174
Total N	350

TABLE 4.24

NUMBER OF MONTHS NEGROES HAVE WORKED AT PRESENT JOB, BY JOB-CHANGING AND SEX

Number of Months at Present Job	Same Job		Different Job	
	Men (Per Cent)	Women (Per Cent)	Men (Per Cent)	Women (Per Cent)
1 - 6	9	9	50	57
7 - 12	82	80	50	35
13 or more	9	11	0	9
Total	100	100	100	101
N	45	165	24	23

N	257
NA on number of months	23
NA or not working now	182
Total N	462

CHAPTER V

GOING TO GRADUATE SCHOOL

In this chapter we turn our attention away from employment and examine the phenomenon of graduate training among our respondents during the fifteen months between graduation and the completion of the questionnaire.

Plans for Graduate Study at Commencement

Shortly before they graduated from college, respondents to the national survey of June, 1964, graduates[1] were asked about their plans for graduate or professional school. They were asked to indicate whether they planned to go the next year, later, or never. College standing had a great effect on the percentage planning to go the next year, but it had no effect on plans to go later, except for the white women. White men were more likely than Negro men to have planned on going during the following year--particularly those high on college standing. But there is no difference between the white and Negro women who were high on college standing, and of the women who ranked low, more Negroes than whites planned on going the following year. Among both races and both college-standing groups, men were more likely to plan on going the following year than were women. And in both college-standing groups and both sexes, Negroes were much less likely than whites to say they were never going to graduate or professional school: the highest proportion who said "never" was 7 per cent for the Negro women in the bottom half of their college class. Among the whites, 14 per cent of the men, 26 per cent of the women high on college standing, and 42 per cent of the women low on college standing planned never to go to graduate school (Tables 5.1 and 5.2).

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[1] See the forthcoming NORC report "Seniors: Sixty-four," by Michael Schiltz. We have data on plans only for the 294 graduates of the four Negro colleges involved in that study, and we have no way of telling how much overlap there is with the 462 who responded to the present study.

TABLE 5.1

WHITE RESPONDENTS' PLANS FOR GRADUATE SCHOOL, BY SEX AND COLLEGE STANDING

Plans for Graduate School	Men		Women	
	College Standing		College Standing	
	High (Per Cent)	Low (Per Cent)	High (Per Cent)	Low (Per Cent)
Next year	66	38	30	8
Later	21	46	44	50
Never	13	15	26	42
Total	100	99	100	100
N	91	99	108	50

N	348
NA on plans	0
NA on college standing	2
Total N	350

TABLE 5.2

NEGRO RESPONDENTS' PLANS FOR GRADUATE SCHOOL, BY SEX AND COLLEGE STANDING

Plans for Graduate School	Men		Women	
	College Standing		College Standing	
	High (Per Cent)	Low (Per Cent)	High (Per Cent)	Low (Per Cent)
Next year	45	31	33	18
Later	55	66	65	75
Never	0	3	2	7
Total	100	100	100	100
N	33	61	85	102

N	281
NA on plans	2
NA on college standing	11
Total N	294

Fulfillment of Plans

Turning now from the plans to the actuality (Table 5.3), we see that the relationship of college standing with going to graduate school holds only for the whites. Negro men who were in the bottom half of their class were more likely to go to graduate school than were Negro men in the top half, and college standing makes no difference among the women. Apparently, Negroes who were high on college standing grossly overestimated the probability of their going during the year following graduation, since the proportion who actually went was less than half of those who thought they would go. But estimate and reality were quite close for the low-standing Negroes. Among the whites, the men who were high on college standing came closest in their estimates and in other groups 8 to 21 per cent more went to graduate school than thought they would go.

TABLE 5.3

PER CENT OF RESPONDENTS WHO WENT TO GRADUATE SCHOOL AT SOME TIME BETWEEN GRADUATION AND AUTUMN, 1965, BY COLLEGE STANDING, RACE, AND SEX

College Standing	White		Negro	
	Men	Women	Men	Women
High	67 (91)	42 (108)	13 (62)	14 (174)
Low	30 (99)	18 (50)	26 (61)	18 (155)
All respondents	48 (191)	34 (159)	20 (123)	16 (329)

N 802
NA on graduate school . . . 10
Total N 812

Type of Institution

Negroes who went to graduate school were asked the location and racial composition of the school to which they were going. Women were more likely than men to go to southern institutions, whether primarily Negro or primarily white. Few of the men and none of the women went to nonsouthern Negro institutions, but almost half the men and a fourth of the women went to nonsouthern white institutions (Table 5.4).

TABLE 5.4

TYPE OF GRADUATE SCHOOL WHICH NEGROES ATTENDED, BY SEX AND COLLEGE STANDING

Type of Graduate School	Men			Women		
	College Standing			College Standing		
	High (Per Cent)	Low (Per Cent)	All (Per Cent)	High (Per Cent)	Low (Per Cent)	All (Per Cent)
Southern Negro . . .	-[a]	36	32	50	44	46
Southern white . . .	-	14	16	28	32	30
Other Negro	-	7	5	0	0	0
Other white	-	43	47	22	24	23
Foreign	-	0	0	0	0	0
Total . . .	-	100	100	100	100	100
N	5	14	19	18	25	43

N	62
NA on type	15
Not going to graduate school	385
Total N	462

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[a] Too few cases to percentage.

Full-Time Study

In both races, women were less likely than men to have gone to graduate school full time. Women high on college standing were more likely to have gone full time than those who were low, but college standing had no effect among the men. Within both sexes and both college-standing groups, Negroes were less likely to have gone to school full time than whites (Table 5.5).

TABLE 5.5

PER CENT OF THOSE GOING TO GRADUATE SCHOOL WHO WERE FULL-TIME STUDENTS, BY COLLEGE STANDING, RACE, AND SEX

College Standing	White		Negro	
	Men	Women	Men	Women
High	91 (53)	71 (41)	-[a] (7)	41 (22)
Low	93 (30)	38 (8)	50 (16)	28 (25)
All going to graduate school . .	92 (83)	65 (49)	52 (23)	34 (16)

N	202
NA on course load	20
NA on college standing	0
Not going to graduate school . . .	590
Total N	812

[a] Too few cases to percentage.

Fields of Study

Among the whites who went to graduate school (Table 5.6), men were more likely than women to be studying in the fields of physical sciences and engineering, social sciences and social work, or business. Women were more likely than men to be in education or the humanities. There is no difference between the sexes in the biological sciences and health professions or in the "other" category. Among the Negroes (Table 5.7), men were more likely than women to be in the "hard" sciences and their

TABLE 5.6

GRADUATE FIELD OF WHITE RESPONDENTS, BY SEX AND COLLEGE STANDING

Graduate Field	Men			Women		
	College Standing			College Standing		
	High (Per Cent)	Low (Per Cent)	All (Per Cent)	High (Per Cent)	Low (Per Cent)	All (Per Cent)
Physical sciences, engineering . . .	22	30	25	0	-[a]	0
Biological sciences, health fields . .	22	10	18	13	-	17
Social sciences, social work . . .	31	47	36	24	-	20
Humanities	5	3	5	22	-	22
Education	7	0	5	33	-	35
Business	12	7	10	0	-	0
Other	0	3	1	7	-	6
Total	99	100	100	99	-	100
N	58	30	88	45	9	54

N	142
NA on graduate field	3
NA on college standing	0
Not going to graduate school .	205
Total N	350

[a] Too few cases to percentage.

TABLE 5.7

GRADUATE FIELD OF NEGRO RESPONDENTS, BY SEX AND COLLEGE STANDING

Graduate Field	Men			Women		
	College Standing			College Standing		
	High (Per Cent)	Low (Per Cent)	All (Per Cent)	High (Per Cent)	Low (Per Cent)	All (Per Cent)
Physical sciences, engineering . . .	-[a]	44	28	4	5	4
Biological sciences, health fields . .	-	31	32	4	5	4
Social sciences, social work	-	6	12	8	0	4
Humanities	-	6	4	4	0	2
Education	-	12	20	75	86	80
Business	-	0	0	0	5	2
Other	-	0	4	4	0	2
Total	-	99	100	99	101	98
N	9	16	25	24	22	46

N	71
NA on graduate field	6
NA on college standing . . .	0
Not going to graduate school	385
Total N	462

[a] Too few cases to percentage.

related professions and less likely than women to be in education. The "other" category shows no sex difference. Comparing the races, the men are more like each other than the women. Four-fifths of the Negro women who went to graduate school are in the field of education, while only about a third of the white women are. The remaining women are fairly evenly distributed among the arts and sciences and their related professions. White men are a bit more likely than Negro men to be in the social sciences and social work, and are less likely to be in the biological sciences and health professions or in education.

College Standing

College standing, with a few exceptions, seems not to have must effect on the graduate field one chooses. Among the white men, those high on college standing are more likely than those of low standing to be in the biological sciences and health professions and are less likely to be in the social sciences and social work. Among the Negro men, those in the bottom half of their college class are more likely to be in the physical sciences and engineering than are those in the top half. Negro women who were low on college standing are more likely to be in education than are those who were high.

Sources of Support

Parents, Spouses, Other Relatives

Looking at sources of support for graduate study (Table 5.8), we see that while parents are still frequently mentioned they are not as often cited as they were for college. Men are more likely than women, and whites more likely than Negroes, to report some support from their parents. Among those white students getting any support from their parents (Table 5.9), men are more likely than women to receive more than 75 per cent of their total support from this source. Few respondents get any support from their spouses (Table 5.10). Women tend to be more likely than men, and whites more likely than Negroes, to receive any support from a spouse, but the differences are not large. White women are more

TABLE 5.8

PER CENT REPORTING ANY SUPPORT FROM VARIOUS SOURCES DURING GRADUATE SCHOOL, BY RACE AND SEX

Sources of Support	White		Negro	
	Men	Women	Men	Women
Parents	53 (91)	41 (54)	27 (26)	11 (38)
Spouse	15 (91)	22 (54)	8 (25)	16 (38)
Other relatives .	3 (91)	0 (54)	12 (25)	5 (38)
Own job	33 (91)	31 (54)	38 (26)	13 (38)
Own savings . . .	24 (91)	33 (54)	20 (25)	39 (38)
Scholarship . . .	48 (91)	31 (54)	38 (26)	32 (38)
Loans	20 (91)	17 (54)	4 (24)	6 (36)
Other	3 (91)	4 (54)	4 (24)	8 (39)

N (range) 205-10
NA on sources (range) 12-17
NA or not going to graduate school 590
Total N 812

TABLE 5.9

LEVEL OF SUPPORT RECEIVED FROM PARENTS DURING GRADUATE SCHOOL (AMONG THOSE RECEIVING ANY SUPPORT FROM THIS SOURCE), BY RACE AND SEX

Level of Support From Parents	White		Negro	
	Men (Per Cent)	Women (Per Cent)	Men (Per Cent)	Women (Per Cent)
25 or less	31	54	-[a]	-[a]
26 - 50	21	0	-	-
51 - 75	4	14	-	-
76 - 99	17	4	-	-
100	27	27	-	-
Total	100	99	-	-
N	48	22	7	4

N 81
None or NA on support 141
Not going to graduate school . 590
Total N 812

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[a] Too few cases to percentage.

likely than white men to get more than half of their total support from their spouses. Other relatives rarely make any contribution to the graduate students' financing: the highest proportion receiving any support from this source is 12 per cent (among the Negro men).

TABLE 5.10

LEVEL OF SUPPORT RECEIVED FROM SPOUSE DURING GRADUATE SCHOOL (AMONG THOSE RECEIVING ANY SUPPORT FROM THIS SOURCE), BY RACE AND SEX

Level of Support from Spouse	White		Negro	
	Men (Per Cent)	Women (Per Cent)	Men (Per Cent)	Women (Per Cent)
25 or less	7	17	-[a]	-
26 - 50	71	50	-	-
51 - 75	21	8	-	-
76 - 99	0	0	-	-
100	0	25	-	-
Total	99	100	-	-
N	44	12	2	6

N	34
N or NA on support	188
Not going to graduate school .	590
Total N	812

[a] Too few cases to percentage.

Jobs and Savings

About a third of all groups except the Negro women are at least partially dependent on their own jobs. Only 13 per cent of the Negro women were getting support from this source. Among those reporting any self-support from a job (Table 5.11) white women and Negro men were receiving a larger proportion of their total income from this source than were the white men. Drawing on their own savings accumulated before graduate school is more common for the women than for the men; there is no race difference. Women who were using their savings were also more heavily dependent on this source of support than were the men. About 80 per cent of both the Negro and the white women (compared with 14 per cent of the white men) received more than half of their total support from this source (Table 5.12).

TABLE 5.11

LEVEL OF SUPPORT RECEIVED FROM OWN JOB DURING GRADUATE SCHOOL (AMONG THOSE RECEIVING ANY SUPPORT FROM THIS SOURCE), BY RACE AND SEX

Level of Support from Own Job	White		Negro	
	Men (Per Cent)	Women (Per Cent)	Men (Per Cent)	Women (Per Cent)
25 or less	57	12	10	-[a]
26 - 50	30	53	10	-
51 - 75	7	29	20	-
76 - 99	3	0	10	-
100	3	6	50	-
Total . . .	100	100	100	-
N	30	17	10	5

N	62
None or NA on support	160
Not going to graduate school	590
Total N	812

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[a] Too few cases to percentage.

TABLE 5.12

LEVEL OF SUPPORT RECEIVED FROM OWN SAVINGS DURING GRADUATE SCHOOL (AMONG THOSE RECEIVING ANY SUPPORT FROM THIS SOURCE), BY RACE AND SEX

Level of Support from Own Savings	White		Negro	
	Men (Per Cent)	Women (Per Cent)	Men (Per Cent)	Women (Per Cent)
25 or less	41	6	-[a]	13
26 - 50	46	17	-	7
51 - 75	14	28	-	0
76 - 99	0	6	-	7
100	0	44	-	73
Total	100	101	-	100
N	22	18	5	15

N	60
None or NA on support	162
Not going to graduate school	590
Total N	812

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[a] Too few cases to percentage.

Scholarships

Scholarships for graduate work are reported by nearly half of the white men and about a third of other groups. Controlling for college standing (see Table 5.15) shows us that it is the white men high on college standing who are most likely to get a scholarship for graduate work; whites who were in the bottom half of their class are not much better off than other groups. College standing seems to make no difference for the white women, and the Negro women who were high on college standing have only a small advantage over the Negro women who were low. Negroes who did get scholarships were more dependent on them than were the whites: about three-fourths of the Negroes with scholarships were getting more than

TABLE 5.13

LEVEL OF SUPPORT RECEIVED FROM SCHOLARSHIP DURING GRADUATE SCHOOL (AMONG THOSE RECEIVING ANY SUPPORT FROM THIS SOURCE), BY RACE AND SEX

Level of Support from Scholarship	White		Negro	
	Men (Per Cent)	Women (Per Cent)	Men (Per Cent)	Women (Per Cent)
25 or less	2	24	0	0
26 - 50	43	24	10	8
51 - 75	16	0	10	17
76 - 99	16	24	10	17
100	23	29	70	58
Total	100	101	100	100
N	44	17	10	12

N	83
None or NA on support	139
Not going to graduate school	590
Total N	812

TABLE 5.14

LEVEL OF SUPPORT RECEIVED FROM LOANS DURING GRADUATE SCHOOL (AMONG THOSE RECEIVING ANY SUPPORT FROM THIS SOURCE), BY RACE AND SEX

Level of Support Received from Loans	White		Negro	
	Men (Per Cent)	Women (Per Cent)	Men (Per Cent)	Women (Per Cent)
25 or less	50	-[a]	-	-
26 - 50	39	-	-	-
51 - 75	6	-	-	-
76 - 99	0	-	-	-
100	6	-	-	-
Total . . .	101	-	-	-
N	18	9	1	2

N	30
None or NA on support	192
Not going to graduate school .	590
Total N	812

[a] Too few cases to percentage.

75 per cent of their support from this source. Among the whites with scholarships, women were more likely than men to be that dependent on this source: slightly over half of the women (compared with about two-fifths of the men) were getting over 75 per cent of their total support from scholarships (Table 5.13).

Loans

Whites were more likely to be going into debt to finance their graduate studies than were Negroes: about 20 per cent of the whites (as opposed to 5 per cent of the Negroes) were receiving some support from this source. There is no sex difference in support from loans. Half of the white men with loans were receiving 25 per cent or less of their total support from this source (Table 5.14).

Almost no one of either sex or race cites "other" as a source of support for graduate school.

TABLE 5.15

PER CENT OF THOSE GOING TO GRADUATE SCHOOL WHO HOLD A SCHOLARSHIP, BY COLLEGE STANDING, RACE, AND SEX

College Standing	White		Negro	
	Men	Women	Men	Women
High	57 (61)	33 (45)	-[a] (8)	30 (23)
Low	30 (30)	- (9)	50 (16)	21 (24)
All going to graduate school	48 (91)	31 (54)	38 (24)	26 (47)

N 216
NA on scholarship 6
Not going to graduate school . 590
Total N 812

[a] Too few cases to percentage.

Summary of Support: Whites

Over all, about half the white men were receiving some support from their parents and the same proportion from scholarships. A third had jobs, a fourth were using savings, and a fifth were borrowing. Only parents and scholarships provided more than 50 per cent of the total income for as many as half of those receiving any support from these sources. Parents were the most commonly mentioned source of support for the white women: about 40 per cent are receiving some support from their parents. Employment, savings, and scholarships each contribute to the support of about a third of the white women, and about a fifth report financial help from their husbands. Savings contribute more support than any other source, when they are mentioned at all: three-fourths of those who are drawing on their savings get more than 50 per cent of their total support from this source. About half of those on scholarships get more than 75 per cent of their total support from them. About a third of those who depend at all on their parents, a spouse, or a job for their expenses are getting more than 75 per cent of their total from those sources.

Summary of Support: Negroes

The Negro men most commonly cite jobs and scholarships (38 per cent each) as sources of support. Parents make some contribution to the support of slightly over a fourth, and about a fifth are using their own savings. A scholarship totally supports close to three-fourths of those who have one, and half of those who are working get all their support from their jobs. Negro women going to graduate school most frequently cite their own savings (39 per cent) and scholarships (32 per cent) as sources of support; all other sources are mentioned by less than a fifth. Nearly three-fourths of the Negro women using their own savings are entirely dependent on this source, and slightly over half of those with a scholarship are entirely dependent on it.

APPENDIX I

TECHNICAL APPENDIX

This report is based on an analysis of two sets of data derived from two separate study designs. The first was a random sample of the national collegiate senior class graduating in June of 1964 from which the Louisiana subsample was utilized for data on students of predominantly white schools. The second was a survey of all college seniors graduating in 1964 from four predominantly Negro schools in Louisiana, which provided the information on students of predominantly Negro schools.

Predominantly White Schools: The 1964 National Study

In the spring of 1964, NORC administered a questionnaire to some 35,000 college seniors in connection with a study of career plans and graduate-training orientation cosponsored by the National Institutes of Health, the National Science Foundation, and the U.S. Department of Labor.

The universe embraced by the 1964 national study was defined as "all students graduating from institutions in the United States at the spring (May-June) commencement and receiving a Bachelor's degree in a regular four- or five-year program." A detailed discussion of the universe and of the study design will appear in the forthcoming NORC report of the study itself, "Seniors: Sixty-four," by Michael Schiltz. For our purposes here, the noteworthy feature of the national-sample universe is that it applied only to graduates of the spring baccalaureate commencement, estimated to be about 75 per cent of all who graduated during the academic year.

The design of the 1964 national sample was of a two-stage probability type, giving each student in the universe an equal probability of selection. In the first stage, colleges and universities were sampled with a probability proportionate to size, yielding 184 schools. Prospective graduates were then sampled from these schools at a rate yielding approximately 35,000 students. School weights were assigned to correspond to the school size in a way that would render the selected students representative of the total universe of eligible graduates.

The cosponsors of the project were primarily interested in analyzing students oriented toward scientific and health careers. Thus, education and business majors--who account together for about one-third of all Bachelor's degrees--were undersampled within the framework of the sampling process at a rate of one to four and were subsequently assigned weights of 4.0.

Three of the 184 schools drawn in the first stage of the 1964 study were Louisiana institutions. It was decided that respondents to the 1964 NORC national study from these three schools would be used as the basis for the "predominantly white school" component of the present study. In the three Louisiana schools 73 per cent of the students responded to the 1964 national study questionnaire, and in the summer of 1965 these students were mailed the questionnaire for the present study. Two subsequent follow-up mailings and a night letter were addressed to delinquent respondents, and when data collection was closed off, 75 per cent of the queried students had responded. Since questionnaires for the present study were mailed only to those who had responded to the original 1964 national study, the 75 per cent response rate here actually represents only 55 per cent of the original subsample of eligible Louisiana graduates.

The original school weights of all three Louisiana schools in the present study had been computed at very close to 1.00. Thus it was not necessary to introduce school weights when tabulating data on the present respondents. But since the original sample of students had been drawn on the basis of an undersampling of business and education majors, it was necessary to retain the undergraduate-major weighting scheme in the present tabulations in order to preserve the representative character of the data.

The most sensitive problem in using the 1964 national-sample data as a basis for the present analysis is establishing whether the three institutions which fell into the sample are genuinely representative of all the predominantly white schools in Louisiana. While we may be confident of the representative character of the 1964 study design as it applies to the total United States college population, that design was not intended to yield samples representative of individual states. There are ten predominantly white institutions in Louisiana which award four-

or five-year baccalaureates. The three institutions which fall into the present sample--Louisiana Polytechnic Institute, Northwestern State College, and Tulane University--graduate approximately 31 per cent of all eligible students in Louisiana's predominantly white schools. In order to determine whether this 31 per cent is generally representative, we extracted data available for the academic year 1963 and computed the total number of undergraduate degrees awarded in Louisiana in thirteen selected undergraduate fields. We then compared that distribution with a similar distribution of undergraduate degrees for the three schools in our sample. The thirteen selected fields represent about half of all degrees awarded during that year, they are the thirteen numerically largest categories of undergraduate majors enumerated in the source data, and they represent a wide cross-section of existing academic fields. Because of the acknowledged (though complex) relationship between the choice of undergraduate major and individual student characteristics, a similar distribution of fields between the sample schools and all the schools in Louisiana would provide reliable evidence that the sample design, as such, is genuinely representative of Louisiana graduates. In fact, as Table A-1.1 shows, the distributions are quite close. The differences exceed three percentage points in only two of the thirteen fields: 22 per cent of the degrees at all the predominantly white Louisiana schools were in elementary education while only 16 per cent of the degrees at the three sample schools were in this field, and 9 per cent of the degrees at all the schools were in English and literature while 12 per cent were in this field at the three sample schools. In our judgment the distributions are remarkably close and argue for a high degree of representativeness in our sample of schools.

We should point out, however, that the above analysis relates only to the original sample from the three schools. The extent to which nonresponse may introduce a bias in the tabulations will be discussed at a later point in this appendix.

TABLE A-1.1

PER CENT OF BACHELOR'S DEGREES CONFERRED IN 1963, IN SELECTED UNDERGRADUATE MAJOR FIELDS, FOR SCHOOLS IN NORC SAMPLE AND ALL PREDOMINANTLY WHITE SCHOOLS IN LOUISIANA

Selected Undergraduate Major Fields	Three Schools in NORC Sample	All Louisiana White Schools
Education, elementary . . .	16	21.7
Business and commerce, general	18.9	18.7
Biology, general	.3	1.8
Zoölogy	3.3	2.7
Physics	3.3	3.2
Chemistry	1.9	3.2
Mathematics	10	8.9
Psychology	6.4	3.7
English and literature . . .	12.1	8.9
History	8	6
Sociology	4.2	3.5
Economics	.8	1.6
Engineering	14.7	15.9
Total	99.9	99.8
N	950	2,795
Excluded fields . . .	754	2,739
Total N	1,704	5,534

The Predominantly Negro Schools: A Full Universe

In contrast to the two-stage probability sample design utilized to collect data on students in predominantly white institutions, the respondents from the predominantly Negro schools do not constitute a sample in any strictly technical sense. There are only four predominantly Negro institutions in Louisiana graduating students in four- or five-year baccalaureate programs. Each of these four institutions administered questionnaires to all its 1963-64 baccalaureate graduates. Thus, regarding students in the predominantly Negro Louisiana schools, the sample is the universe.

The questionnaires were administered to these students by mail in the summer of 1965. All four of the institutions coded their own data, reduced it to data-processing form, and transmitted a copy of the IBM cards to NORC for the present analysis.

Since the universe defined by the four institutions included students who had graduated at any time during the academic year, it was necessary to examine the specific characteristics of both the spring graduates and the nonspring graduates in order to determine whether the Negro students who graduated at times other than the spring could be validly used in a comparative analysis with a group of students at predominantly white institutions consisting only of spring graduates.

In sharp contrast to the overall national average, only 56 per cent of our respondents from predominantly Negro colleges graduated in the spring (Table A-1.2). There seems to be little consistent difference in undergraduate class standing (Table A-1.3), but the spring graduates of both sexes tend to be markedly younger (Table A-1.4). The proportion of men going on to graduate school is higher among spring graduates (Table A-1.5), and the proportion of men who applied for work is slightly lower (Table A-1.6). Male spring graduates tend to find their first employment outside Louisiana far more often than their nonspring counterparts (Table A-1.7), and they tend very slightly more often to describe their first job as "full-time permanent" (Table A-1.8). Spring degree recipients of both sexes are markedly less likely to be education majors (Table A-1.9) and are somewhat more likely to be earning over $4,000 per year (Table A-1.10). Spring graduates are somewhat less likely to be teaching (Tables A-1.11 and A-1.12). We must recall that all these data apply only to the graduates of the four predominantly Negro institutions.

On the basis of the foregoing data, we concluded that the characteristics of the nonspring graduates were sufficiently different from the spring graduates to necessitate excluding the nonspring graduates of the four predominantly Negro institutions from our analysis.

TABLE A-1.2

TIME IN 1964 WHEN NEGRO RESPONDENTS RECEIVED DEGREES, BY SEX

Time Degree Conferred	Men (Per Cent)	Women (Per Cent)	All Negro Respondents (Per Cent)
Midwinter	21	19	20
Spring	51	57	56
Summer	27	24	25
Total	99	100	101
N	247	584	831

N	831
NA on time degree conferred .	8
Total N	839

TABLE A-1.3

PER CENT OF NEGRO RESPONDENTS IN UPPER FOURTH OF THEIR CLASS, BY TIME IN 1964 WHEN DEGREE WAS CONFERRED AND SEX

Time Degree Conferred	Men		Women	
Midwinter	32	(53)	23	(111)
Spring	28	(127)	27	(335)
Summer	24	(67)	25	(137)
All respondents . . .	27	(248)	25	(589)

N	837
NA on class standing . . .	2
Total N	839

TABLE A-1.4

PER CENT OF RESPONDENTS AGED TWENTY-FOUR OR OLDER AT GRADUATION, BY RACE, SEX, AND TIME IN 1964 WHEN DEGREE WAS CONFERRED

Race and Sex	Time Degree Conferred			All Respondents
	Midwinter	Spring	Summer	
Negro:				
Men	51 (53)	23 (124)	45 (67)	35 (245)
Women . . .	48 (111)	29 (329)	42 (137)	36 (583)
White:				
Men	-[a]	19 (191)	-	19 (191)
Women . . .	-	4 (158)	-	4 (158)

N	1,177
NA on age	12
Total N	1,189

[a] Not collected in study.

TABLE A-1.5

PER CENT OF RESPONDENTS GOING TO GRADUATE SCHOOL, BY RACE, SEX, AND TIME IN 1964 WHEN DEGREE WAS CONFERRED

Race and Sex	Time Degree Conferred			All Respondents
	Midwinter	Spring	Summer	
Negro:				
Men	14 (51)	20 (123)	12 (66)	16 (242)
Women	16 (109)	16 (339)	16 (138)	16 (582)
White:				
Men	-[a]	48 (191)	-	48 (191)
Women	-	34 (159)	-	34 (159)

N	1,174
NA on graduate school	15
Total N	1,189

[a] Not collected in study.

TABLE A-1.6

PER CENT OF GRADUATES WHO APPLIED FOR WORK, BY RACE, SEX, AND TIME IN 1964 WHEN DEGREE WAS CONFERRED

Race and Sex	Time Degree Conferred			All Respondents
	Midwinter	Spring	Summer	
Negro:				
Men	88 (52)	83 (126)	86 (64)	85 (244)
Women	90 (109)	92 (329)	90 (136)	91 (580)
White:				
Men	-[a]	54 (191)	-	54 (191)
Women	-	79 (159)	-	79 (159)

N	1,179
NA on applied for work . . .	15
Total N	1,189

[a] Not collected in study.

TABLE A-1.7

PER CENT OF GRADUATES WHOSE FIRST JOB WAS IN LOUISIANA, BY RACE, SEX, AND TIME IN 1964 WHEN DEGREE WAS CONFERRED

Race and Sex	Time Degree Conferred			All Respondents
	Midwinter	Spring	Summer	
Negro:				
Men	82 (39)	67 (72)	80 (49)	74 (161)
Women	75 (81)	77 (198)	79 (99)	77 (380)
White:				
Men	-[a]	59 (96)	-	59 (96)
Women	-	65 (114)	-	65 (114)

N	751
NA on location or not working	438
Total N	1,189

[a] Not collected in study.

TABLE A-1.8

PER CENT OF GRADUATES WHOSE FIRST JOB WAS FULL-TIME PERMANENT, BY RACE, SEX, AND TIME IN 1964 WHEN DEGREE WAS CONFERRED

Race and Sex	Time Degree Conferred			All Respondents
	Midwinter	Spring	Summer	
Negro:				
Men	60 (43)	68 (100)	71 (55)	67 (200)
Women	66 (95)	71 (292)	66 (114)	69 (507)
White:				
Men	-[a]	71 (103)	-	71 (103)
Women	-	79 (125)	-	79 (125)

N 935
NA or not working 254
Total N 1,189

---

[a] Not collected in study.

TABLE A-1.9

RESPONDENTS' UNDERGRADUATE MAJOR, BY RACE, SEX, AND TIME IN 1964 WHEN DEGREE WAS CONFERRED

Race, Sex, and Time Degree Conferred	Arts, Sciences, and Related Professions (Per Cent)	Education (Per Cent)	Business (Per Cent)	Other (Per Cent)	Total (Per Cent)	N
Negro men:						
Midwinter . . .	19	77	4	0	100	53
Spring	24	63	7	6	100	127
Summer	21	69	6	4	100	67
All Negro men	22	67	6	5	100	249
Negro women:						
Midwinter . . .	5	88	3	4	100	111
Spring	11	84	4	1	100	335
Summer	5	93	1	1	100	138
All Negro women	10	86	3	1	100	590
White men:						
Spring	65	9	16	10	100	185
White women:						
Spring	55	41	0	4	100	157

N 1,181
NA on undergraduate major 8
Total N 1,189

TABLE A-1.10

PER CENT OF GRADUATES WHOSE STARTING SALARY AT FIRST JOB WAS OVER $4,000, BY RACE, SEX, AND TIME IN 1964 WHEN DEGREE WAS CONFERRED

Race and Sex	Time Degree Conferred			All Respondents
	Midwinter	Spring	Summer	
Negro:				
Men	32 (41)	42 (94)	40 (50)	39 (187)
Women	19 (89)	28 (272)	22 (107)	25 (473)
White:				
Men	-[a]	74 (98)	-	74 (98)
Women	-	33 (125)	-	33 (125)

N 883
NA or not working 306
Total N 1,189

[a] Not collected in study.

TABLE A-1.11

CURRENT OCCUPATION OF GRADUATES, BY RACE, SEX, AND TIME IN 1964 WHEN DEGREE WAS CONFERRED

Race, Sex, and Time Degree Conferred	Current Occupation			Total (Per Cent)	N
	School-teacher (Per Cent)	Other Profes-sional (Per Cent)	Other (Per Cent)		
Negro men:					
Midwinter . . .	68	26	6	100	31
Spring	38	34	28	100	73
Summer	58	26	16	100	38
All employed Negro men	49	31	20	100	144
Negro women:					
Midwinter . . .	81	12	7	100	68
Spring	72	19	9	100	199
Summer	84	9	7	100	81
All employed Negro women	76	16	8	100	354
Employed white men:					
Spring	16	45	39	100	86
Employed white women:					
Spring	27	54	19	100	90

N 674
NA on occupation or not working 515
Total N 1,189

TABLE A-1.12

FIRST OCCUPATION OF GRADUATES, BY RACE, SEX, AND TIME IN 1964 WHEN DEGREE WAS CONFERRED

Race, Sex, and Time Degree Conferred	First Occupation			Total (Per Cent)	N
	School-teacher (Per Cent)	Other Profes-sional (Per Cent)	Other (Per Cent)		
Negro men:					
Midwinter	68	16	16	100	43
Spring	52	23	25	100	100
Summer	63	20	17	100	51
All employed Negro men .	58	20	22	100	196
Negro women:					
Midwinter	86	2	12	100	93
Spring	80	10	10	100	289
Summer	89	4	7	100	114
All employed Negro women	82	8	10	100	502
Employed white men:					
Spring	15	48	37	100	102
Employed white women:					
Spring	44	37	19	100	125

N	925
NA or not working	264
Total N . . . . :	1,189

Response Rates and Bias

Within our rather limited data on nonrespondents there is little response bias likely to cause any serious difficulty when the analysis is controlled for sex. Two of the Negro colleges had exceptionally low response rates (only about half of their spring graduates responded), but the other two have rates equal to the rates of the white schools, in which about three-fourths of the sample responded (Table A-1.13).

TABLE A-1.13

PER CENT RESPONDING TO QUESTIONNAIRE, BY SCHOOL

Dillard University	54	(136)
Grambling College	75	(155)
Southern University and A. and M. College	51	(375)
Xavier University	76	(107)
All Negro schools	60	(773)
Louisiana Polytechnic Institute	77	(120)
Northwestern State College	76	(148)
Tulane University	74	(196)
All white schools	75	(464)

Among the Negroes, men were less likely than women to have responded, but even Negro women were not as likely to respond as the whites. There is no sex difference in the response rates of the whites (Table A-1.14).

TABLE A-1.14

PER CENT RESPONDING TO QUESTIONNAIRE, BY SEX AND RACE

Sex	White	Negro
Men	75 (256)	48 (266)
Women	76 (208)	66 (507)

College standing is unrelated to response, except that the white women who had a high grade point average were less likely to respond than those with a low average (Table A-1.15).

TABLE A-1.15

PER CENT RESPONDING TO QUESTIONNAIRE, BY COLLEGE STANDING, RACE, AND SEX

College Standing (Grade Point Average)	White		Negro		Quartile
	Men	Women	Men	Women	
B+ or higher . .	77 (43)	70 (64)	49 (61)	66 (143)	1
B or B-	72 (80)	74 (85)	47 (76)	66 (122)	2
C+	73 (81)	86 (42)	48 (80)	65 (123)	3
C or lower . . .	78 (51)	93 (15)	49 (49)	66 (119)	4

Among the whites, those who were older at the time they graduated were more likely to respond than the younger graduates, but there is not much departure from the white average except at the extremes of the age range (of which there are comparatively few cases), and age makes no difference for the Negroes (Table A-1.16).

While there are differences in response rates by undergraduate major, these seem unrelated in any systematic way to either race or sex, and so few of the Negroes majored in any field other than education that it is difficult to compare other specific fields (Table A-1.17).

Negroes who went to high school outside the Census region which includes Louisiana were less likely to have responded, but this is a very small proportion of all the Negroes in our universe. Location during high school has no effect on the response rates of whites (Table A-1.18).

TABLE A-1.16

PER CENT RESPONDING TO QUESTIONNAIRE, BY AGE AT GRADUATION AND RACE

Age at Graduation	White	Negro
20 or younger	61 (41)	62 (53)
21	74 (216)	66 (224)
22	78 (130)	58 (194)
23	73 (26)	61 (106)
24 or older	90 (49)	55 (174)

TABLE A-1.17

PER CENT RESPONDING TO QUESTIONNAIRE, BY COLLEGE MAJOR, SEX, AND RACE

College Major	Men		Women	
	White	Negro	White	Negro
Physical sciences . . .	62 (24)	43 (21)	-[a] (3)	- (9)
Engineering	83 (35)		- (1)	
Biological sciences .	81 (16)	52 (27)	80 (10)	68 (28)
Health professions . .	- (0)		56 (25)	
Social sciences, social work	79 (33)	37 (19)	94 (16)	62 (13)
Humanities	70 (30)	- (9)	81 (37)	50 (12)
Education	75 (48)	54 (156)	76 (100)	66 (416)
Business	67 (49)	41 (27)	- (0)	74 (19)
Other	86 (21)	- (7)	91 (11)	70 (10)

[a] Too few cases to percentage.

TABLE A-1.18

PER CENT RESPONDING TO QUESTIONNAIRE, BY REGION OF HOME STATE DURING HIGH SCHOOL AND RACE

Home Region in High School	White	Negro
Louisiana	75 (336)	61 (656)
Other West South Central		65 (20)
Other South[a]	80 (70)	49 (63)
Other	75 (53)	47 (15)

[a] Includes U.S. Census regions South Atlantic and East South Central.

TABLE A-1.19

PER CENT RESPONDING TO QUESTIONNAIRE, BY FATHER'S OCCUPATION AND RACE

Father's Occupation	White	Negro
Professional	74 (105)	54 (39)
Manager, proprietor	76 (131)	-[a] (8)
Clerical	91 (33)	67 (24)
Sales	100 (12)	- (7)
Craftsman	71 (62)	58 (93)
Operative	80 (25)	69 (72)
Service	- (5)	61 (54)
Labor, including farm	- (8)	56 (181)
Farm owner, manager	69 (32)	72 (53)
NA, not employed . .	65 (51)	33 (419)

[a] Too few cases to percentage.

The Negroes whose fathers were farm owners were more likely to respond than were Negroes with either white-collar or blue-collar fathers, and those with fathers who were unemployed or whose occupations were unknown were very much less likely to respond. Among the whites, those with white-collar fathers were most likely to respond, and those who did not know their father's job were least likely, but the category-to-category differences are small (Table A-1.19 and A-1.20).

Over all, then, we are underrepresenting Negroes, most particularly Negro men. Controlling for race and sex (as most tables in this report do), we overrepresent white women with low grade point averages. There is a shortage of whites who were twenty or younger at the time they graduated from college and a surplus of those twenty-four or older. We underrepresent Negroes who did not go to high school in the Census region which includes Louisiana. We overrepresent Negroes whose fathers were farm owners and underrepresent both Negroes and whites whose fathers were not working or whose fathers' jobs were unknown.

TABLE A-1.20

PER CENT RESPONDING TO QUESTIONNAIRE, BY FATHER'S OCCUPATIONAL STATUS AND RACE

Father's Occupational Status	White	Negro
White collar	78 (281)	62 (78)
Blue collar	75 (100)	60 (400)
Farm owner	69 (32)	72 (53)
Unknown	65 (51)	33 (419)

APPENDIX II

THE QUESTIONNAIRE

INSTRUCTIONS FOR FILLING OUT THE QUESTIONNAIRE

Almost all of the questions can be answered by drawing a circle around one or more numbers or letters in the right hand margins of the questionnaire. Thus:

What are you doing this Spring? (CIRCLE ANY WHICH APPLY)

Working full-time 4
Working part-time . . . . [✓ 5]
Military service (full-time active duty). . . 6
Housewife, mother 7
Going to school . . . . [✓ 8]
Other (Circle and Specify)________________ 9

NOTE: After each question there are instructions in parentheses. Please follow these instructions closely as they are very important for data processing.

A. If it says "(CIRCLE ONE)," draw a circle around only the one number or letter which best describes your answer, even though one or more other alternatives might be relevant.

B. If it says "(CIRCLE ONE IN EACH COLUMN)," or "(CIRCLE ONE IN EACH ROW)," please look to see that you have circled one and only one number or letter in each of the appropriate columns or rows.

C. If it says "(CIRCLE AS MANY AS APPLY)," circle as many or as few numbers or letters as you think relevant.

I. GENERAL BACKGROUND INFORMATION

1. Present Address: ______________________________

____
(City) (County) (State)

---

2. Where did you live most of the time before age 18? (CIRCLE ONE)

In a large city (100,000 population or more). .	1	(13)
In a suburb near a large city	2	
In a small or middle-sized city or town (under 100,000 population) but not in a suburb or a large city.	3	
Open country (not a farm)	4	
On a farm	5	

---

3. Were you living with both of your parents just before you entered college? (CIRCLE ONE)

Yes.	1	(14)
No: Mother only.	2	
Father only.	3	
Other relative	4	
Other.	5	
(Specify)_______________		

---

4. How many people related to you (other than your parents) lived in your home just before you entered college? (PLEASE ENTER NUMBER OR ZEROS IN EACH PAIR OF BOXES)

Brothers and sisters	☐☐	(15-16)
Other relatives:		
Adults	☐☐	(17-18)
Children	☐☐	(19-20)

---

5. What was your high school class standing? (CIRCLE ONE)

Top quarter.	1
2nd quarter.	2
3rd quarter.	3
Bottom quarter	4

6. What was the highest grade (or year) of regular school your father ever completed? (PLEASE CIRCLE NUMBER THAT DESCRIBES YEAR, FOR EXAMPLE THE "2" NEXT TO "HIGH SCHOOL" MEANS TWO YEARS OF HIGH SCHOOL.)

Never attended school . . 1 (21-22)
Elementary (CIRCLE GRADE) 1 2 3 4 5 6 7 8
High school (CIRCLE YEAR) 1 2 3 4
College (CIRCLE YEAR) . . 1 2 3 4
Don't know. 5

---

7. What was the highest grade (or year) of regular school your mother ever completed? (PLEASE CIRCLE NUMBER THAT DESCRIBES YEAR, FOR EXAMPLE THE "2" NEXT TO "HIGH SCHOOL" MEANS TWO YEARS OF HIGH SCHOOL.)

Never attended school . . 1 (23-24)
Elementary (CIRCLE GRADE) 1 2 3 4 5 6 7 8
High school (CIRCLE YEAR) 1 2 3 4
College (CIRCLE YEAR) . . 1 2 3 4
Don't know. 5

---

8. What was the yearly income of your parents or guardians when you entered the college- include all income, for example, salaries, pensions, social security, etc. (PLEASE ENTER AMOUNT OF INCOME OR ZERO IF THAT PERSON HAS NO INCOME.)

Father or male guardian . . . $__________ per year
Mother or female guardian . . $__________ per year
Other family members in household. . . . . $__________ per year(25-26

---

9. Check below each source which provided you with support (tuition, room, board, books, etc.) while attending college and indicate the portion of your total support each represents: (CHECK ALL APPLICABLE AND ENTER PER CENT OF TOTAL SUPPORT PROVIDED BY EACH [SHOULD ADD TO 100 PER CENT]).

Parents . . . . ☐ ______% (28-29)
Husband/wife. . . . . ☐ ______% (30-31)
Other relatives . . . . ☐ ______% (32-33)
Your own jobs while in college. . . . . ☐ ______% (34-35)
Your own savings from before entering college . . . . . ☐ ______% (36-37)
Scholarship or Grant. . . . . ☐ ______% (38-39)
Loans (to be repaid in cash or services). . . . . ☐ ______% (40-41)
Other (Please specify)______________________________ ☐ ______% (42-43)

10. Did you withdraw or drop out of college for a semester (quarter) or longer between the dates you originally enrolled and graduation?

No.	1	(44)
Yes	2	

IF YES, list the dates you were not in college, the reasons and what you were doing during each period of broken attendance?

Dates not in college		Reason for dropping out	What were you doing during this period
From	To		
a.			
b.			
c.			
d.			

11. What was your college major?____________________________________ (45-48)

12. Who most influenced you to select this major or field of specialization? (CIRCLE ONE)

Father	1	(49)
Mother	2	
Other relative (Please specify)_______	3	
High school counselor.	4	
Other high school teacher.	5	
College counselor or Advisor	6	
A particular college professor or instructor	7	
Other. . . . . Specify_____________________	8	

13. What was the most important reason(s) for selecting this major or field of specialization? (CIRCLE AS MANY AS APPLY.)

Opportunity to find work in local area.	01	(50-51)
Opportunity to find work in another specific area.	02	
High status occupation.	04	
Job security.	08	
Immediate employment opportunities.	16	
Opportunity to render significant service . . .	32	
Other reason (Please specify)________________	64	

14. Has your past college experience verified your choice?

Yes 1 (53)
No. 2

IF NO, please explain:____

____

____

---

15. If you were to start your college career now, would you major in the same field of study?

Yes 1 (54)
No. 2

IF NO, what field would you study? ________________. (PLEASE EXPLAIN THE (55-58)
REASON FOR THIS BELOW:______________________________________

____

____

---

16. Marital status (PLEASE CIRCLE ONE CODE IN EACH COLUMN):

	At Time of College Enrollment	At Time of Graduation	Now
Single	1 (59)	1 (60)	1 (61)
Married.	2	2	2
Divorced	3	3	3
Separated.	4	4	4
Widowed.	5	5	5

---

17. If now married, what is your husband's/wife's highest formal education? (PLEASE CIRCLE NUMBER THAT DESCRIBES YEAR, FOR EXAMPLE THE "2" NEXT TO HIGH SCHOOL" MEANS TWO YEARS OF HIGH SCHOOL.) If not now married skip to Question 1, Section II.

Never attended school.	1								(62-63)
Elementary (CIRCLE GRADE) . .	1	2	3	4	5	6	7	8	
High School (CIRCLE YEAR). . .	1	2	3	4					
College (CIRCLE YEAR).	1	2	3	4	5				
Don't know	5								

---

18. If now married, what is your husband's/wife's usual occupation? (For example, elementary school teacher, registered nurse, etc.) ____________________ (64-66)

If working, what is his (or her) yearly salary (if paid by hour, week, or day estimate on a yearly basis)? . . . . $__________per year (67-68)

Not working 1

BEGIN DECK 03

II. ACTIVITIES SINCE GRADUATION

1. Have you applied for any jobs to begin during the period since your graduation?

No . . . (PLEASE SKIP TO QUESTION 8). 1 (6)
Yes. . . (ANSWER A AND B) 2

a. IF YES, with how many employers did you apply for a full-time permanent job? __________ number of employers. (7-8)

b. How many of these employers offered you the job for which you applied?__________number of employers. (If none, enter zero.) (9-10)

---

2. What do you think were the reasons for not receiving job offers for those jobs for which you applied and were not offered employment?

Major reason______________________________ (11-12)
Other reason______________________________ (13-14)
Don't know 1

---

3. What was the first civilian job held since your graduation?

Kind of business (for example, insurance company, Federal Government, public schools, etc.)______________________________ (15-17)

Job title__________________(18-20) Job site__________________ (21-22)

Describe the work you did on this job:______________________________
____
____

Was the job full-time or part time, permanent or temporary? (CIRCLE ONE)

Full time:
Permanent. 1 (23)
Temporary. 2
Part time:
Permanent. 3
Temporary. 4

If part time, please indicate reason why you were not working full time?
______________________________ (24)
____

Dates of employment at this job? From: ______________________________ (25-26)
(Month) (Year)
To: ______________________________
(Month) (Year)

Yearly salary (if paid by hour, week, or day, estimate on a yearly basis).

Starting . . . .$________ per year (27-28)
Ending or present. .$________ per year (29-30)

How was this job obtained? (CIRCLE ONE)

Referred by friend or relative.	1	(31)
Contacted by employer	2	
Referral by school.	3	
Referral by State Employment Office . .	4	
Newspaper Advertisement	5	
Referral by Private Employment Office .	6	
Other (Specify)________________________	7	

Race of person most instrumental in hiring you? (CIRCLE ONE)

White.	1	(32)
Negro.	2	
Other.	3	
Don't know	4	

Race of most of the persons doing the same type of work as you at this location

White.	1	(33)
Negro.	2	
Other.	3	
Don't know	4	

Do you believe that this job's duties and pay were appropriate to your educatio and ability?

Yes.	1	(34)
No	2	

IF NO, explain____

____

Reason for leaving if not still employed in this job: ____________________
____(35-

---

4. Do you now hold more than one job?

Yes.	1	(37)
No	2	

ANSWER THE FOLLOWING QUESTIONS ABOUT YOUR CURRENT CIVILIAN JOB--OR THE JOB AT WHICH YOU WORK THE MOST HOURS IF YOU HAVE MORE THAN ONE.

Same job as in preceding question. .	(CIRCLE, THEN SKIP TO Q.5). .	1	(38)
Not now working: Looking for work. .	(CIRCLE, THEN SKIP TO Q.5). .	2	
Not looking for work	(CIRCLE, THEN SKIP TO Q.5). .	3	
Different job than that held after graduation. .	(ANSWER A-J) . .	4	

a. Kind of business (for example, insurance company, Federal Government, public schools, etc.)______________________________ (39-41)

b. Job title____________________(42-44) Job site____________________ (45-46)

c. Describe the work you do on this job:______________________________
____
____

d. Was the job full time or part time, permanent or temporary? (CIRCLE ONE)

Full time:
  Permanent 1 (47)
  Temporary 2
Part time:
  Permanent 3
  Temporary 4

If part time, please indicate reason why you were not working full time?
______________________________ (48)

e. Dates of employment at this job? From:____________________(49-50)
(Month) (Year)
To:____________________
(Month) (Year)

f. Yearly salary (if paid by hour, week, or day, estimate on a yearly basis).

Starting. . . . . $__________ per year (51-52)
Ending or present $__________ per year (53-54)

g. How was this job obtained? (CIRCLE ONE)

Referred by friend or relative. 1 (55)
Contacted by employer 2
Referral by school. 3
Referral by State Employment Office 4
Newspaper Advertisement 5
Referral by Private Employment Office . . . 6
Other (Specify)____________________ 7

h. Race of person most instrumental in hiring you? (CIRCLE ONE)

White 1 (56)
Negro 2
Other 3
Don't know. 4

i. Race of most of the persons doing the same type of work as you at this location? (CIRCLE ONE)

White 1 (57)
Negro 2
Other 3
Don't know. 4

Q.4--Continued

j. Do you believe that this job's duties and pay are appropriate to your education and ability?

Yes 1 (58)
No. 2

IF NO, explain ____

____

____

---

5. What has been your longest civilian job held since you graduated from college?

Same as in Question 3 (CIRCLE, THEN SKIP TO Q.6) . . . 1 (59)
Same as in Question 4 (CIRCLE, THEN SKIP TO Q.6) . . . 2
Different job than either of the above jobs
(ANSWER A-K) 3

a. Kind of business (for example, insurance company, Federal Government, public schools, etc.) ______________________________

______________________________ (60-62)

b. Job title ____________________(63-65) Job site______________ (66-67)

c. Describe the work you did on this job:______________________

____

____

d. Was the job full time or part time, permanent or temporary? (CIRCLE ONE)

Full time:
Permanent 1 (68)
Temporary 2

Part time:
Permanent 3
Temporary 4

If part time, please indicate reason why you were not working full time?______________________________ (69)

____

e. Dates of employment at this job? From:______________________(70-71)
(Month) (Year)

To:______________________
(Month) (Year)

f. Yearly salary (if paid by hour, week, or day, estimate on a yearly basis).

Starting . . . . $__________ per year (72-73)
Ending or present. . $__________ per year (74-75)

Q. 5--Continued

g. How was this job obtained? (CIRCLE ONE)

Referred by friend or relative	1	(76)
Contacted by employer	2	
Referral by school	3	
Referral by State Employment Office	4	
Newspaper Advertisement	5	
Referral by Private Employment Office	6	
Other (Specify)____________________	7	

h. Race of person most instrumental in hiring you? (CIRCLE ONE)

White	1	(77)
Negro	2	
Other	3	
Don't know	4	

i. Race of most of the persons doing the same type of work as you at this location? (CIRCLE ONE)

White	1	(78)
Negro	2	
Other	3	
Don't know	4	

j. Do you believe that this job's duties and pay were appropriate to your education and ability?

Yes	1	(79)
No	2	

IF NO, explain____

____

____

BEGIN DECK 04

k. Reason for leaving if not still employed in this job:

____ (6-7)

____

---

6. If any of the jobs listed above were in teaching, answer the following: (otherwise go to next question).

Percentage of students in your classes that were Negroes_______% (8-10)

Do you intend to teach during the next school year, i.e., 1965-66?

No 1 (11)

Why not?____

____

Yes. . . . 2

IF YES, where will you be teaching next year?

Name of Employer____

Address____, or

(12-14) (City) (County) (State) (15-16)

Do not know name of employer. ___

Starting yearly salary: $____________ per year (if unknown, please estimate)

(17-18)

7. Have you been unemployed and at the same time looking for work since graduating from college?

No. . .(CIRCLE THEN,SKIP TO Q.8). 1 (19)
Yes . .(ANSWER A-C) 2

a. How many times have you been unemployed and at the same time looking for work since graduation? Number of times______________________ (20-21)

b. What was the total number of weeks of such unemployment since graduation? Number of weeks______________________ (22-23)

c. What was the longest continuous period of such unemployment since graduation? Number of weeks______________________ (24-25)

---

8. Since graduating from college have you at any time not held a job nor looked for work?

No. . .(CIRCLE,THEN SKIP TO Q.9). 1 (26)
Yes . .(ANSWER A&B) 2

a. What was the total number of weeks of inactivity since graduation? Number of weeks______________________ (27-28)

b. List the longest periods of inactivity and the reasons:

	Number of weeks	Reasons
1.		
2.		
3.		

---

9. Have you done any graduate work since receiving your bachelor's degree?

No. . .(CIRCLE,THEN SKIP TO Q.10) 1 (29)
Yes . .(ANSWER A&B) 2

a. Field of graduate study ______________ at ______________ College or University
(30-33) (34)

Full time. 1 (35)
Part time. 2

b. Source of your support while attending graduate school: (includes room, board, tuition, books, etc.) CHECK ALL APPLICABLE AND ENTER PER CENT OF TOTAL SUPPORT PROVIDED BY EACH (SHOULD ADD TO 100 PER CENT)

Parents	☐	_____%	(36-37)
Husband/Wife.	☐	_____%	(38-39)
Other Relatives.	☐	_____%	(40-41)
Your own jobs while in graduate school	☐	_____%	(42-43)
Your own savings from before entering graduate school	☐	_____%	(44-45)
Scholarship, research, grant or teaching assistantship	☐	_____%	(46-47)
Loans (to be repaid in cash or services).	☐	_____%	(48-49)
Other (Please specify)______________________	☐	_____%	(50-51)

10. Did you serve on extended active duty in the Armed Forces or National Guard?

No 1 (52)

IF NO, go to Question 11.

Yes. 2

IF YES, answer the following:

a. Highest rank or grade ______________________________

b. Military specialty______________________________

Type of training______________________________

____

____

Type of training______________________________

____

____ (53)

c. Dates of service:

From:____________________
(Month) (Year)

To:____________________ (54-55)
(Month) (Year)

---

11. Do you plan to continue living and working in the State in which you are currently residing?

Yes. 1 (56)
No 2

IF NO, Why not? Please explain your answer below:

____ (57)

____

____

____

____

____